Integrated Leadership Course 2015-16

Class Two - Secondary

Tennessee Department of Education | Winter 2016

LEADERSHIP

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Agenda

Integrated Leadership Course Agenda

	Key Framing Questions For Course Series	Content Focus	
8:00 AM-8:15	Are we "ready"?	• Outline for the Day • Prepared to Ready • Leader Actions	
8:15 AM-9:30	How do we support different teacher needs to ensure readiness?	• Teacher Partnerships • Bridge to Practice Scenarios • Differentiated Teacher	
9:30 AM-11:45AM	How do we know if students are learning?	• Instruction and Assessment Alignment • Readiness Data • Using the Data to Plan	
10:00 AM-10:15 AM	**BREAK**		
11:45AM-1:00 PM	**LUNCH**		
1:00PM-2:00	What should core instruction look like?	• Differentiation • Scaffolding	
2:00 PM-3:00	How do we support different student needs to ensure readiness?	• RTI^2 Implementation process • RTI^2 Impact on Student • RTI^2Lessons Learned	
3:00PM-3:15	**BREAK**	•	
3:15 PM-3:45	How does the journey to ready continue?		
3:45PM-4:00	Closing	• Bridge to Practice • Survey for TASL information	

Opening Session

You will find additional resources and today's full PowerPoint on the "For Leaders" page of TNCore by clicking here. You may keep running notes by clicking anywhere to the right of the slides and beginning to type.

You may also mind the PDF manual for Class One by clicking here.

Welcome!

Today, we are excited to welcome you to course two of our re-designed Integrated Leadership Course series.

Norms

- Keep student learning and success at the center.
- Be present and engaged. *(If a school emergency occurs, step away from class to address issue).*

- Share, discuss and reflect with openness, respect, and transparency.

- Stay solutions oriented.

- Be flexible and patient with our digital learning spaces.

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Digital Material Options

OneNote Pilot Option	iBook	Interactive PDF Option
• Digital Access to All Course Content	• Full features on a Mac computer, iPad, or iPhone	• Limited Access to All Course Content
• Received through Email	• Received through Email	• Received through Email
• Requires OneNote Application or Office365 (free)	• Access to all content through app	• Requires PDF Reader Application (free)
• Fluid Format Allows Adding Personalized Notes	• Fixed Format • Highlighting and tagging features	• Fixed Format
• Sharable With Teachers	• Sharable with Teachers	• Sharable with Teachers
• Embedded Documents and Links	• Embedded Links	• Embedded Links

Note: You received Digital Quick Start Guide in your final logistics email.

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What this course is:

- Peer led; leaders sharing and learning from leaders
- A focus on improving instruction, building capacity and culture, and personalizing student learning
- A shared discussion on best practices to ensure student readiness
- Development of effective shared leadership practices and teacher support strategies

- **Not** a set of TDOE prescribed action steps
- **Not** a series of TDOE informational sessions on state reports, assessment preparation, or other initiatives
- **Not** an isolated "training"

What is an integrated leadership course?
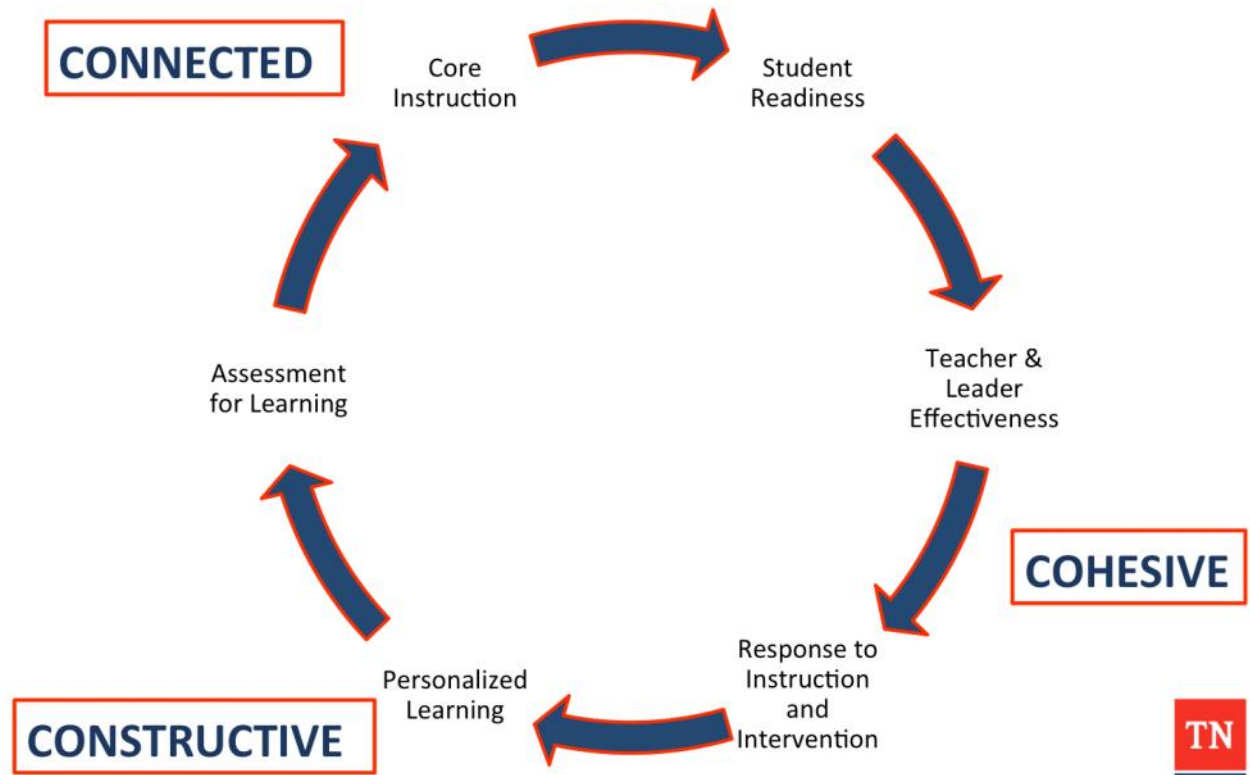
CONNECTED

Core Instruction

Student Readiness

Teacher & Leader Effectiveness

COHESIVE

Response to Instruction and Intervention

Personalized Learning

CONSTRUCTIVE

Assessment for Learning

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Integrated Leadership
Course Class 2

Key Question #1
Section

Are we ready?

Saturday, January 2, 2016   9:27 AM

You will find additional resources and today's full PowerPoint on the "For Leaders" page of TNCore by clicking [here](#). You may keep running notes by clicking anywhere to the right of the slides and beginning to type.
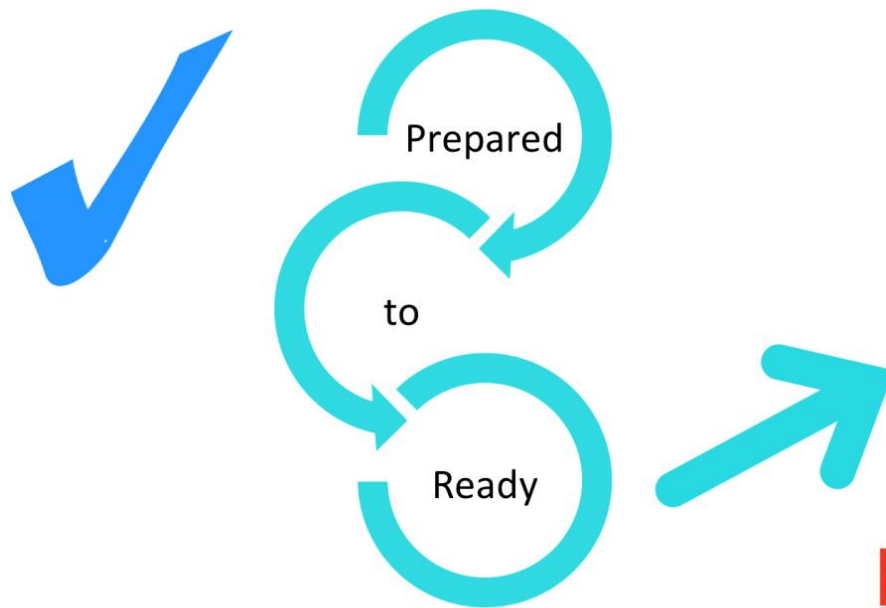
- # How does the journey to ready continue?

What is a ready student?

Prepared

to

Ready

What teacher actions develop these skills in our students?

- **Thinking & Problem Solving**
- **Knowledge**

Metacognition and Problem Solving Strategies

Big Idea Content Knowledge Understanding & Application

Future Planning Skills

Persistence, Self Efficacy, and Self Ownership

- **Goals and Dreams**
- **Actions and Self-Accountability**

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What leaders actions support teachers to ensure student readiness?

- **Thinking & Problem Solving**
- **Knowledge**

Metacognition and Problem Solving Strategies

Big Idea Content Knowledge Understanding & Application

Future Planning Skills

Persistence, Self Efficacy, and Self Ownership

- **Goals and Dreams**
- **Actions and Self-Accountability**

Leaders Actions → Support Teachers → to Ensure Student Readiness

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Reflection

Reflection

1. How has learning about "readiness" changed practice in your school?

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How has learning about "readiness" changed practice in your school?

Integrated Leadership
Course Class 2

Key Question #2
Section

Teacher Support Through Partnerships

Saturday, January 2, 2016   9:27 AM

You will find additional resources and today's full PowerPoint on the "For Leaders" page of TNCore by clicking here. You may keep running notes by clicking anywhere to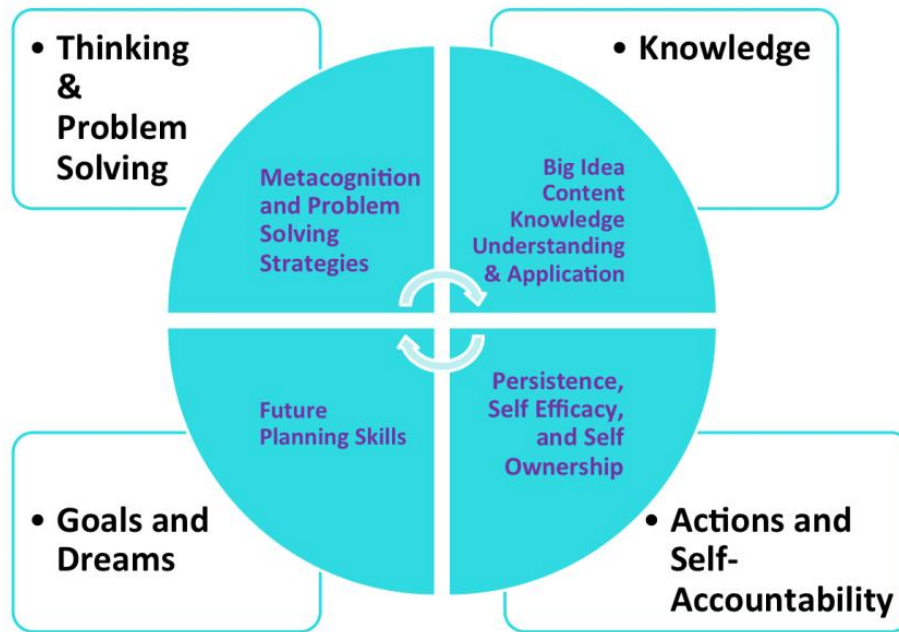 the right of the slides and beginning to type. There are also additional resources under the "Resources" tab of this section.

Leaders can support teachers through Teacher Partnerships.

| Leaders Actions | → | Support Teachers | → | to Ensure Student Readiness |

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Teacher Partnerships

What is it?

Personalized professional learning

- **Teachers who struggle** with *specific* strategies are **paired with a colleague** in the same school **who has demonstrated success**, based on indicator-level classroom observation data.

- Partners **identify goals, develop a plan, and work together** to strengthen practice.

- Whereas coaching and mentoring are sometimes costly, **teacher partnership** can be used in **any building** at no cost.

* In a pilot study, schools that implemented this program (then called the EPP) saw TCAP scores increase school-wide by 5 points in literacy and 7 points in math. Lower-performing teachers saw score gains of 12 points.

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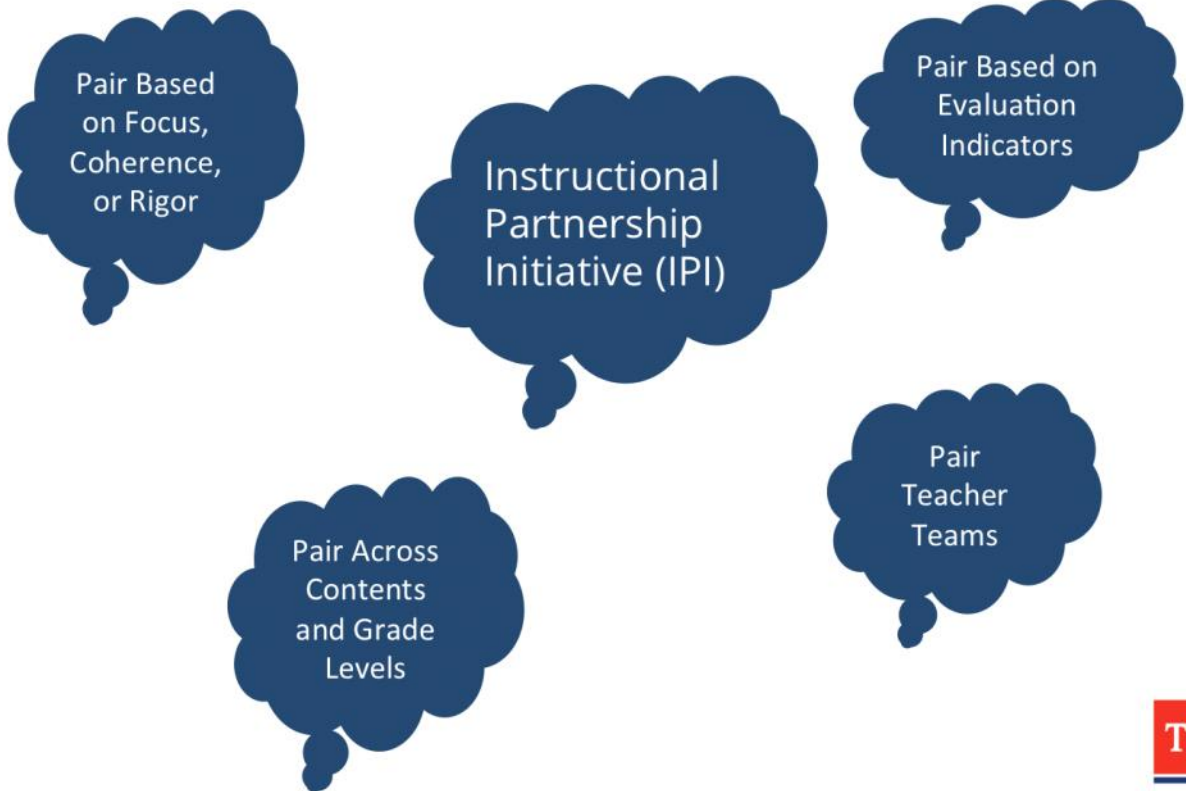
Notes:

Click here to view the Tennessee TEAM IPI site.

Teacher Partnership Videos

The videos utilized in this segment are linked in the "Resources" area of this section.

Video 1 Turn and Talk:

1. How does the principal begin the conversation? Why?

2. How does the principal approach the threat of teacher partnerships feeling punitive for growing teachers?

Video 2 Turn and Talk:

3. How does the principal focus the teachers on problem solving and standards and objectives?

4. How does each teacher respond in regards to working on the identified indicator?

Video 3 Turn and Talk:

5. How will the principal follow up with the partnership?

6. How could a leader follow up with teacher partnerships more thoroughly?

Tennessee Department of Education
Fall 2015 Integrated Leadership Course

Bridge to Practice: Teacher Partnership Plans

For this Bridge to Practice activity, school leaders are encouraged to return to their district and engage with their school's Leadership Team in completing this teacher partnership plan. This plan will ensure that school leaders focus on actionable feedback and provide teachers with models to support the implementation of feedback.

Integrated Leadership Course participants will bring their own Teacher Partnership plans to class two, and this experience will serve as the opening piece during collaborative sharing and networking time. This will ensure that everyone is able to learn from one another and take the best ideas back to their schools and districts.

Implementing the "Teacher Partnership" Plan

The planning document begins on the next page. Use this template to record your steps with the teacher(s) you support during your Bridge to Practice experience.

Step One: Observe or walk through 3-5 teachers' classrooms.

Step Two: Select a teacher observation/walk through experience and determine a category to give feedback in: focus, rigor or coherence.

Step Three: After selecting a category, align it to the general educator rubric. Which indicator does the area of feedback best fit for the observation/walkthrough experience?

Step Four: Write feedback for the teacher that uses the category and a descriptor. Using the models from class one, script actionable feedback with clear steps.

Step Five: Identify another teacher in your school who excels at the area of feedback for the teacher above. This teacher can provide a strong model for the teacher you observed. Ask your model teacher to participate in the teacher partnership and outline what you would like her/him to model and share as part of the teacher partnership

Step Six: After discussing your feedback, recommend that the observed teacher visit the model teacher and observe her/his practices. (We recommend that you structure this partnership and use some of the recommended steps from the Course One PPT).

Remember this debrief is valuable for both teachers and helps the model teacher become more reflective of his/her practice and the observed teacher will have the opportunity to learn from a peer. Recommend that the observed teacher take away key ideas, adapt these ideas to her/his classroom, and try the strategy that you gave as feedback. Have a reflection conversation with both teachers to determine the impact of this practice. We recommend that you replicate this teacher partnership two to three times to determine if it supports actionable growth with your teachers. When attending Course Two, bring your attached chart, your notes, and your reflection on how this practice supported or did not support teacher growth in your building.

	Classroom Look Fors	Rubric Connection	Feedback	Potential Partnership
Focus	Alignment to standard/ Depth of standard			
Rigor	Application of conceptual understanding			
Coherence	Connections to past and future content/ cross content resources chunking of content			

Leader Reflection: How did the teacher partnerships support your feedback? Was the use of a peer model helpful in your development of teacher practices?

Debriefing the Bridge to Practice

Monday, January 11, 2016   8:26 PM

Debrief of Bridge to Practice

Form a small group of 3-5 people. Each person in your group will have a turn to talk.

If you implemented Teacher Partnerships, talk about what you did, how the teachers responded, what your next steps are, and bright spots with Teacher Partnerships.

If you did not have an opportunity to implement Teacher Partnerships, use the following slides to respond to a scenario. Read the short scenario assigned to your group and share your response.

Take 10 minutes for your group to share.

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OneNote Users: You may click within the questions of the scenario to record your answers.

Scenario One:

You are a new high school principal at your school this year. Most of your new faculty has over ten years of experience. The school is high functioning and has shown consistently high outcomes in both growth and achievement. The school has been recognized by district staff members and is well-liked by the community.

However, not all students are achieving success. Achievement gaps exist for students who come from poverty as well as students with disabilities. These gaps have started to cause AMO issues, and the new instructional supervisor has asked you to close these gaps. Despite the district's satisfaction with success, you understand that this issue will become a focal area if not addressed quickly.

Based on discussions with students from these subgroups, you learn that students don't see

connections in the different subjects they are learning. They see each class as "stuff" they have to learn from their teachers. They also state that their learning has no point and is nothing they will use in "the real world". You reflect that their comments show their instruction lacks relevance to their lives.

In addition, your walk through data shows that skills such as citing textual evidence, supporting a claim through writing, and problem solving are not consistently seen in all classrooms.

As a solution to this lack of relevance, you believe that teachers need to see, talk, observe and discuss the different content areas, to ensure they are connected to deepen student understanding and to provide relevance. In the past, departments have not been interested in sharing or working collaboratively. You have heard that "integrated units" were a "big flop" and caused teachers to "not focus on their standards". Because the teachers do not feel that working with other teachers outside their subject area is beneficial, you have a challenge.

- What structures or systems would need to be created to support collaboration?

- In addition, how will you use this strategy to connect this work to the focus on bridging gaps for students?

- How does a conversation on instructional shifts help different content area teachers have collaborative discussions?

- Could teacher partnerships be a pilot component that would be part of your solution?

  Discuss three specific leader moves you make in your meeting with the strong teacher, providing clear explanation why you are taking those steps.

  Thoughts:

Scenario Two:

You have followed the Bridge to Practice Partnership up to Step Five with a sixth grade struggling teacher, Ms. Smith. During this process, you have identified that Ms. Smith needs support in rigor. She is not able to use questioning effectively and all other areas of support have not helped this teacher improve.

During your coaching work with Ms. Smith, you have identified a model eighth grade teacher, Ms. Greek. Ms. Greek was identified as a potential partner because she has very strong use of questioning, especially accessing and advancing questions.

She refuses to give away the answer to students and consistently makes students think until they work towards deeper understanding. Ms. Greek creates opportunities for students to demonstrate their understanding through various media including written expression, demonstrations, and project-based learning.

 You are about to meet with Mrs. Greek to ask her to commit to a partnership with Ms.

Smith. While Ms. Greek is strong, she doesn't like to lead professional development. She is modest and does not want her peers to see her as a "know-it-all." She doesn't always realize why she is a strong teacher. She cannot single out her questioning strategies as a strength and does not analyze her practices.

- How can you encourage Ms. Greek to work with Ms. Smith?

- What strategies will you encourage in this partnership?

- How will a teacher partnership strengthen both teachers in this scenario?

- How will you analyze the effectiveness of this partnership for Ms. Greek?

Discuss three specific leader moves you make in your meeting with the strong teacher, providing clear explanation why you are taking those steps.

Thoughts:

Scenario Three:

You have been asked to take over another middle school in your district. You have several years of success in your current principalship. After six months in your new school, you reflect that the teacher culture in your school is hindering the overarching success of the school.

Teachers are somewhat fearful of informal walkthroughs and teacher observations. Teachers see the process as punitive rather than a method to grow and improve instruction. You have heard several teachers commenting that the administrators don't trust them, and walk throughs are used "to catch" teachers. Teachers have also complained that observations are not valid because they only show one quick snapshot of their classroom.

The staff also has strengths in the culture because they are good about sharing resources with each other. You frequently see departments meeting in the hallway. These informal meetings frequently focus on instructional strategies and are focused on sharing suggestions of support. However, staff members do not feel comfortable with visitors in the classroom.

Past experiences with administrators have left the staff with broken trust. You want to change that mindset and think that the Teacher Partnership concept is the right move to alleviate this mistrust.

- How will you start the conversation with teachers?

- Will you approach all teachers or certain teachers first?

- How do you build trust with teachers?

- Which teachers will you ask to initiate teacher partnerships?

- What are the opportunities that exist to strengthen the instructional capacity of the school?

  Discuss three specific leader moves you would make to leverage Teacher Partnerships and shift the culture to one that buys into collaboration and transparency, providing clear explanation why you are taking those steps.

  Thoughts:

Scenario Four:

You are about to meet with a tenth grade English teacher, Mr. Wright, which you have identified as struggling in the area of focus. He has a tendency to teach his favorite topics in depth whether they still exist in the current state standards or not. A review of his lesson plans shows that he is still teaching dropped SPIs, and he is not teaching critical focal areas in the new standards.

Mr. Wright's most recent TVAAS data shows that his value added data has dropped over the course of the last two years. During walk throughs, you have noticed that the activities he uses to engage students do not support the lesson objective. His activities continue to focus on the the SPIs and not on the focal areas of the current standards.

 While his focus is not on the appropriate standards, Mr. Wright's students work hard on the interesting and engaging tasks he provides them.   While his students enjoy these activities, the activities are not allowing students to master the lesson objectives or the current standards.

As you reflect on the strengths and areas for growth for Mr. Wright, you determine actionable steps for his instruction. You also identify a potential teacher for a teacher partnership.

- What steps did you take to select this teacher?

- What should the content area background of this teacher be?

- What teaching strengths should this teacher have?

- What would you say to Mr. Wright to encourage him to work with this teacher?

- How do you help Mr. Wright value the opportunity to grow?

  Discuss three specific leader moves you would make to leverage Teacher Partnerships as a way to support Mr. Wright, providing clear explanation why you are taking those steps.

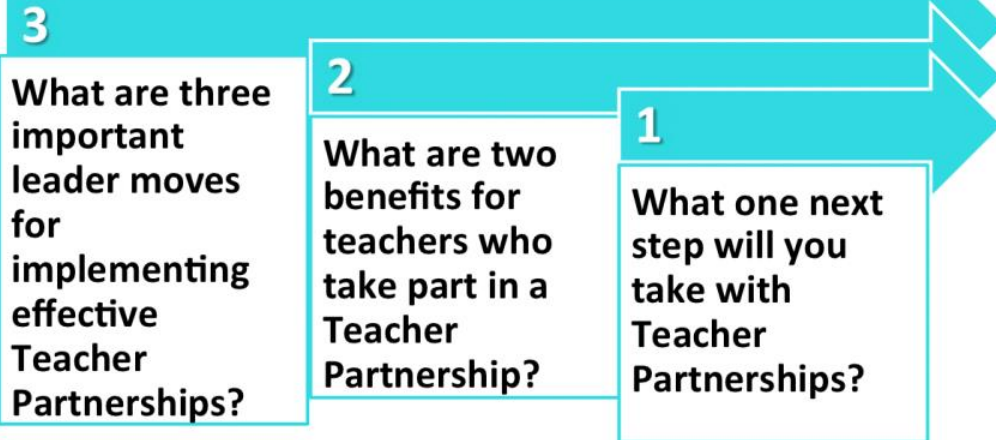 Thoughts:

Administrator Rubric and 3-2-1 Reflection

Saturday, January 2, 2016   12:45 PM

Double-click on the Administration Rubric below or click here to access it.

Connect to the Admin Rubric

Indicator	Descriptor	Practice (Evidence)
Capacity Building	Implementing ongoing strategies and feedback for peers	Teacher Partnerships
Leveraging Educator Strengths	Creates a coherent system to extend impact of educators at all performance levels	Teacher Partnerships
Ownership	Clearly and consistently uses multiple means to communicate educators' individual responsibility for whole school success	Teacher Partnerships
Teacher Leaders 3 minutes work time	Provide teacher-leaders with various leadership opportunities	Teacher Partnerships

3-2-1 reflection

3 — What are three important leader moves for implementing effective Teacher Partnerships?

2 — What are two benefits for teachers who take part in a Teacher Partnership?

1 — What one next step will you take with Teacher Partnerships?

The resources section has a valuable tool – IPI resources! **TN**

3	2	1
Leader Moves for Implementing Effective Teacher Partnerships	Benefits for Teachers Who Take Part in Teacher Partnership	Step You Will Take With Teacher Partnerships

Resources

Tennessee TEAM Instructional Partnership Initiative
IPI Teacher Guide Book

Teacher Partnership Videos

Optional IPI Resources

We hope these optional resources may be helpful to you as you develop teacher partnerships, but please note that these resources are not endorsed by the department, and utilizing these optional resources is not mandatory for participation in IPI.

Observations
- Harvard's Observation Outline – a guide on what to look for and note while observing

Lesson Planning
- TNTP's Lesson Planning Template
- Tennessee Benchmark Lesson Plan Template – one Tennessee district's lesson planning template, which aligns with TEAM

Co-Teaching
- Everything You Need to Know About Co-Teaching – strategies, videos, suggestions and more resources on co-teaching

Videos of Effective Practice
- NIET Best Practices Portal – video lessons aligned directly to the rubric; helpful for teachers and observers

General Instructional Skills
- Tips on Improving the "Questioning" Indicator
- TNTP's Teacher Talent Toolbox – TNTP's open-source library of resources for building a teaching team
- Coach G's Teaching Tips – instructional coach David Ginsburg posts informative "teaching tips" on his Education Week blog
- Education Week PD Webinars – professional learning webinars on various topics ranging from curriculum to classroom management
- Dr. Marzano's Tips on Instructional Coaching – a short outline of Dr. Marzano's main tips for coaching and improving classroom instruction

Instructional Partnership Initiative
Using Teacher Evaluation to Drive Instructional Improvement

<u>Overview</u>
The Instructional Partnership Initiative (IPI) is a research based, no-cost strategy that uses teacher evaluation data to drive instructional improvement in clearly identified areas of practice. Utilizing detailed, indicator-level evaluation data, TDOE identifies and recommends potential partnerships between teachers in a given school. These pairings provide flexible, data-driven, targeted professional learning opportunities for teachers at all levels of practice. In Tennessee pilot studies, principals found the support to be beneficial, teachers appreciated the collaboration, educators perceived the evaluation system more positively, and students' TCAP scores improved significantly schoolwide--6 points in reading and 7 points in math.

<u>**Instructional Partnerships**</u>
Over the past two years, TDOE has been developing this approach for creating instructional change. The resulting Instructional Partnership Initiative is designed to leverage the formal evaluation feedback teachers receive into lasting instructional improvements through collaborative teacher partnerships. Based on complementary, indicator level evaluation data, TDOE identifies teachers who might benefit from working together in a yearlong partnership. The partners are then encouraged to work together throughout the year to build instructional skills and are provided with suggestions for accomplishing this successfully. The partnerships are voluntary, require very little time to establish, and have demonstrated great success. They allows principals to use existing expertise within their schools, promote shared leadership, and build capacity for all educators. The focus becomes using performance evaluation data to improve teacher practice, rather than spotlighting evaluation as a means for accountability.

Setting up Instructional Partnerships is straightforward:

(1) TDOE uses fine-grained evaluation data to generate potential matches, then sends these matches and other implementation support to school principals. Each principal gets a list of possible partners along with pertinent information about each pair.
(2) School principals review the recommended list of matches and make changes if necessary. This latitude allows principals to create the most successful combinations possible.
(3) Principals invite teachers (separately) to participate, introduce each willing pair, explain the pairing, and encourage the pair in their work together. Principals begin with initial meetings in the fall. Setting up the IPI partnerships is a minimal time commitment and does not require on-going management.
(4) Once paired, teachers work together throughout the year. While there is great latitude in what teachers do with their partnerships, each teacher receives an IPI guidebook with suggestions to help them structure the partnership over the course of the year. The guidebook supports a core part of the program-- autonomy to determine how the partnership will operate.

There are no specific requirements for participating teachers, as they are explicitly encouraged to structure their work to best meet their goals. Recommendations for partner activities are

provided, including peer class observation and lesson planning. Teachers may choose to work together during planning times, during (possible) release time, and potentially after school.

Pilot Study Results

In the TDOE pilot of this initiative, interested schools were randomly chosen to implement Instructional Partnerships. Schools using these partnerships increased average student TCAP test scores school-wide by 7 points in mathematics and 6 points in reading/language arts. Students of participating teachers saw TCAP improvement of up to 12 points more than the students of similar teachers in control schools. In addition, teachers in the schools that implemented the IPI reported evaluation was more about feedback than accountability vs. their counterparts in control schools. The random assignment of schools to receive the initiative ensured that we could make strong causal claims about the effects of the partnerships.

In addition to fostering higher test scores, adopting the IPI approach promoted shared leadership, built capacity in schools, and gave principals a concrete way to provide feedback to teachers. Principals indicated that the partnerships took minimal time to set up, teachers benefitted, and partnerships offered more support than the principals alone could provide. Teachers felt the opportunity to reflect on their practice and collaborate with a colleague were clear benefits of the initiative. Each principal who implemented the IPI in the pilot study chose to continue it for an additional year.

For additional questions about the IPI, please contact us at team.questions@tn.gov.

# Integrated Leadership
Course Class 2

Key Question #3
Section

Assessing Learning

You will find additional resources and today's full PowerPoint on the "For Leaders" page of TNCore by clicking here. You may keep running notes by clicking anywhere to the right of the slides and beginning to type.

The Cycle of Assessment

Teach

Assess

Analyze

Action

Mission & Vision:

To educate ALL students

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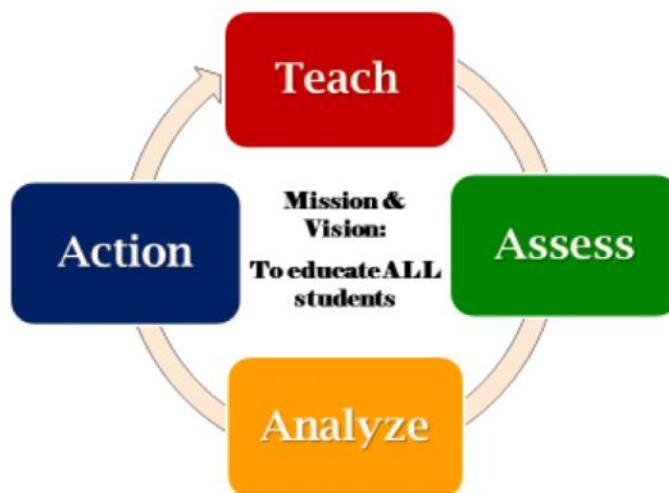
Observing the Cycle of Assessment

Teach: Does the instruction and the tasks align to the identified learning target(s)?

Assess: How is student learning being measured or determined for the identified learning target(s)?

Analyze: How is the information from assessments being analyzed?

Action: What actions or changes are taking place based on the findings of that analysis?

Key Questions for Leaders

Teach: Does the instruction and the tasks align to the identified learning target(s)?

- **Focus**: aligning the lesson to depth of standard
- **Rigor**: developing conceptual understanding with fluency and skill and ensuring mastery through application
- **Coherence**: connecting today's lesson with the lesson before and the future lesson as well as across all content

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Assessing Classroom Activities

Task predicts performance. What determines what students know and are able to do is not what the curriculum says they are supposed to do, nor even what the teacher thinks he or she is asking students to do. What predicts performance is what students are actually doing.

~Richard F. Elmore (2008)

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TN Math Standard 9 A-CED A.2 and A-REI.D.10

| Creating Equations*	A-CED
Create equations that describe numbers or relationships	
A-CED.A.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales
Reasoning with Equations and Inequalities	**A-REI**
Represent and solve equations and inequalities graphically	
A-REI.D.10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

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TN Math Standard 9 A-CED A.2 and A-REI.D.10

- **Emphasis:** Create equations that describe and represent relationships between two or more variables; Graph equations in two variables (using appropriate labels and scales) and understand the graph is the representation of all solutions of the equation.

- **Expectation of Mastery:** A-CED.A.2 is a modeling standard (indicated by the *). Converting a verbal description into an equation or graph is an essential skill of modeling that needs to be demonstrated for mastery. Using reasoning with graphical representations to determine the solutions of an equation is an essential skill (A-REI.D.10).

- **At Grade Level Learning Targets:**
  Create equations in two or more variables to represent relationships between quantities (students must know what the quantities represent).

  Graph equations on coordinate axes with labels and scales (students determine labels and scales).

  Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line) (students should understand they can view a graph to find solutions of an equation and be able to explain why a point on the graph is a solution).

- **Beyond The Standards:** The student demonstrates in-depth inferences and applications that go beyond what was taught.

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A machine salesperson earns a base salary of $40,000 plus a commission of $300 for every machine he sells. The equation Y = 300 + 40,000 shows the total amount of income the sales person earns, if he sells x machines a year. The graph of the equation is shown below:
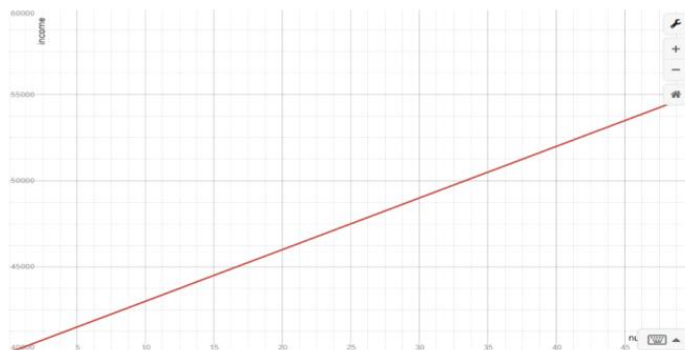
What will his income be if he sells 25 machines in one year?

How many machines will he sell if his income is $44,800?

What's the Point? Task

Mr. Williams asks his Algebra 1 class to find the solutions to an equation in two variables with domain the set of real numbers.

Colton correctly creates the table below using values from the domain of the equation. He then uses his table to create a graph. Colton's Table

x	y
0	−4
2	−1.5
−2	−6.5
5	2.25
−8	−14
10	8.5

Determine the equation Colton used to create the table. Use mathematical reasoning to justify that the equation is correct.

Destiny sees Colton's work and argues that any table that can be made would contain some but not all of the solutions to Mr. Williams' equation. Do you agree or disagree with Destiny? Explain why or why not.

Planning Rubric for Educators

Level 5 --Instructional plans include:

• measurable and explicit goals aligned to state content standards;

• activities, materials, and assessments that: are aligned to state standards, are sequenced from basic to complex, build on prior student knowledge, are relevant to students' lives, and integrate other disciplines, provide appropriate time for student work, student reflection, and lesson unit and closure;

• evidence that plan is appropriate for the age, knowledge, and interests of all learners; and

• evidence that the plan provides regular opportunities to accommodate individual student needs

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General Educator Rubric: Planning

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)

Instructional Plans	Instructional plans include:
	• measurable and explicit goals aligned to state content standards;
	• activities, materials, and assessments that:
	  ○ are aligned to state standards.
	  ○ are sequenced from basic to complex.
	  ○ build on prior student knowledge, are relevant to students' lives, and integrate other disciplines.
	  ○ provide appropriate time for student work, student reflection, and lesson unit and closure;
	• evidence that plan is appropriate for the age, knowledge, and interests of all learners; and
	• evidence that the plan provides regular opportunities to accommodate individual student needs.
		Instructional plans include:
		• goals aligned to state content standards;
		• activities, materials, and assessments that:
		  ○ are aligned to state standards.
		  ○ are sequenced from basic to complex.
		  ○ build on prior student knowledge.
		  ○ provide appropriate time for student work, and lesson and unit closure;
		• evidence that plan is appropriate for the age, knowledge, and interests of most learners; and
		• evidence that the plan provides some opportunities to accommodate individual student needs.
			Instructional plans include:
			• few goals aligned to state content standards;
			• activities, materials, and assessments that:
			  ○ are rarely aligned to state standards.
			  ○ are rarely logically sequenced.
			  ○ rarely build on prior student knowledge.
			  ○ inconsistently provide time for student work, and lesson and unit closure;
			• little evidence that the plan provides some opportunities to accommodate individual student needs.

Student Work	Assignments require students to: • organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it; • draw conclusions, make generalizations, and produce arguments that are supported through extended writing; and • connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school.	Assignments require students to: • interpret information rather than reproduce it; • draw conclusions and support them through writing; and • connect what they are learning to prior learning and some life experiences.	Assignments require students to: • mostly reproduce information; • rarely draw conclusions and support them through writing; and • rarely connect what they are learning to prior learning or life experiences.
Assessment	Assessment Plans: • are aligned with state content standards; • have clear measurement criteria; • measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); • require extended written tasks; • are portfolio-based with clear illustrations of student progress toward state content standards; and • include descriptions of how assessment results will be used to inform future instruction.	Assessment Plans: • are aligned with state content standards; • have measurement criteria; • measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); • require written tasks; and • include performance checks throughout the school year.	Assessment Plans: • are rarely aligned with state content standards; • have ambiguous measurement criteria; • measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); and • include performance checks, although the purpose of these checks is not clear.

6

Assess

Characteristics of Formative Assessment	Characteristics of Summative Assessment

Formative Assessment (*for* learning)

"Formal and informal processes teachers and students use to gather evidence for the purpose of improving learning."

Difference - *PURPOSE*

Summative Assessment (*of* learning)

"Assessments that provide evidence of student achievement for the purpose of making a judgment about student competence or program effectiveness."

TN

What do we want assessments to tell us?

School and District Level

- ***Where are we going?***
  What are the grade-level expectations for mastery?

- ***Where are we now?***
  In what areas were students successful and in what areas could they improve?

- ***How do we close the gap?***
  What supports are needed to improve assessment practices?

TN

What do we want assessments to tell us?

Classroom Level

- *Where are we going?*
  How do I ensure alignment of my assessment and the standards?

- *Where are we now?*
  How well are my students mastering content standards and where are they falling short?

- *How do I close the gap?*
  How can I use student assessment to better design my instruction?

TN

Student Level

- *Where are we going?*
  What are the expectations for mastery?

- *Where are we now?*
  How well did I understand the content?

- *How do we close the gap?*
  In which areas did I show mastery and which areas do I need to improve?

TN

	Reflection on Assessments	
Where are we now at our school?	**Where are we going?**	**As a leader, how can I close the gap?**

Application

As we hold students responsible for high academic standards, we must develop assessment methods that accurately measure, interpret, and communicate what students know and the depth to which they know it.

To see how this works, let's compare two classrooms.
(Scenario 1 & 2)

TN

Scenario 1

Scenario 1: Mr. Jamison's Sixth-Grade Math Class

Mr. Jamison teaches sixth-grade mathematics at Littlepoint Middle School. In teaching a unit on measurement, he used direct instruction, followed by an assignment out of the math book. Each day, as students entered the classroom, he asked them to take out their math assignments and exchange papers, and then they orally graded the papers. Mr. Jamison would then ask students to let him know which problem was the most difficult, and they would work it out on the board and discuss it. At the end of the measurement unit, Mr. Jamison gave a final assessment to determine how well his students understood the important concepts from the unit.

Questions to consider:
• Where are we going?
• Where are we now?
• How do we close the gap?

TN

Scenario 2

Scenario 2: Ms. Gonzales' Eighth-Grade Math Class

Ms. Gonzales, who teaches eighth-grade math at Rockview Middle School, took a very different approach. She divided her unit on measurement into four natural segments: 1) geometric properties and attributes, 2) the transformation of shapes, 3) spatial relationships using coordinate geometry, and 4) units and techniques of measurement. In addition to receiving daily direct instruction, students used math journals to record their understanding at the end of each day. After reading the journal entries and looking at student work, Ms. Gonzales worked with small groups of students who had similar skill levels. At the end of each of the measurement segments, she gave the students a small project to complete to demonstrate their understanding of the segment's goals. When all four of the measurement segments were fully explored and Ms. Gonzales felt most students were confident, she asked each of them to create a project board to display all of their segment mini projects, as well as their final journal entry, which detailed their understanding of each of the four segments. The project board served as a final compilation of the many activities they had created throughout the learning experience.

TN

Thinking about the observations you have completed this year, do you have evidence that **teachers and students** can answer the following questions daily?

- Where are we going?
- Where are we now?
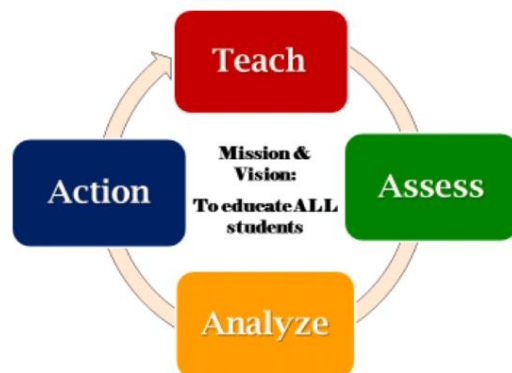- How can I close the gap?

As a leader, how do we support teachers in expanding their understanding of assessment *for* learning?

Analyze

NOTE: The videos used here will be available under the "Resources" tab at the end of this section.

Types of Analysis

Specific Analysis	Global Analysis
What does the student work show that the students know?	How well did my class do as a whole?
What does the student work show that the students do not know?	What are the strengths and weaknesses in the standards?
What are the students thinking?	Who are strong and weak students?
What gaps exist in the students' thinking?	What do our TVAAS reports say about our students?
What are the implications of this work for instruction?	Who should be in tier 2 or tier 3 intervention?

Video Clip 1:

As you watch this clip, think about your role as the coach.

- How would you help her as the coach?

- What specific evidence do you have to build upon for improvement?

Analyze—What's the Point?

Good assessments provide good data, but this is useless unless you know how to read it and DIG through the data to IMPROVE instruction.

Analysis: Examine the results of assessments to identify the causes of both strengths and shortcomings.

TN

Notes:

Task Predicts Performance

Task predicts performance. What determines what students know and are able to do is not what the curriculum says they are supposed to do, nor even what the teacher thinks he or she is asking students to do. What predicts performance is what students are actually doing.

Richard F. Elmore (2008)

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Implications for Improvement in Instruction

- If the "task predicts performance" then more specific data will come from more rigorous assessment tasks.

- The more we focus on <u>student work</u> the stronger our analysis and action will become.

TN

Student Work Sample

What's the Point? Task

Mr. Williams asks his Algebra 1 class to find the solutions to an equation in two variables with domain the set of real numbers.

Colton correctly creates the table below using values from the domain of the equation. He then uses his table to create a graph.

Colton's Table

x	y
0	−4
2	−1.5
−2	−6.5
5	2.25
−8	−14
10	8.5

Colton's Graph
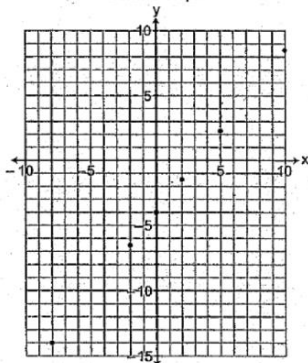
Student Work Sample

a. Determine the equation Colton used to create the table. Use mathematical reasoning to justify that the equation is correct.

$y = mx + b$ $x - 4$, is the the y-intercet so it would be the b in the equation.

$y = \frac{2.5}{2}x - 4$

the slope is $\frac{2.5}{2}$ because it rises 2.5 every time and runs 2 each time.

Student Work Sample

b. Destiny sees Colton's work and argues that any table that can be made would contain some but not all of the solutions to Mr. Williams' equation. Do you agree or disagree with Destiny? Explain why or why not.

> yes, because he used the numbers 0, 2, -2, 5, -8, and 10. He missed numbers in between those. Also it is a line so there is infinate amount of solutions he could have said.

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Discussion: What are your instructional suggestions for this student?

Analysis:

Total Content Points: 2   (A-CED.A.2, A-REI.D.10)

Total Practice Points: 1   (MP6)

In Part A, the student correctly determines the equation Colton used to create the table $\left(y = \dfrac{2.25}{2x-4}\right)$ (A-CED.A.2). In Part B, the student agrees with Destiny and indicates that there are an infinite number of solutions to a linear equation ("it is a line so there is infinate amount of solutions") (A-REI.D.10). By not demonstrating that any of the points make the equation a true statement, the student does not justify that the equation can be used to create the table and graph (no credit for MP3). Although the student completes both parts of the task, the student does not test any of the points in the table (no credit for MP1). The student accurately calculates the slope and determines the y-intercept, and uses mathematical language and notation precisely (MP6).

Total Awarded Points: 3 out of 5

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Implications for Instruction - Action

Create an Action Plan

Effective action plans:
- Are based on a CORRECT analysis
- Include NEW instructional strategies (not just teaching content over)
- Have specific TIMES for implementation
- Include the students:
  - Are results SHARED and do students understand their progress?
  - Are students INVOLVED in next steps?

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TN

Wrap-Up and Reflection

Wrap-Up and Key Takeaways

Core Ideas

Standards are meaningless until you define how you will assess them!

Assessments are not the END of the teaching and learning process—they are the STARTING POINT!

Get a view from the pool! Don't just read the newspaper!

Data-driven student engagement occurs when students know the end goal, how they are doing , and what actions they can take to improve.

Final Thoughts

Teaching is different than Learning.

Match the data you collect to your desires for proficiency (rigor).

Use data to know when to make changes in your classroom.

Data: More than just numbers!

Quantitative vs. Qualitative

Ready Teachers Analyze Assessment Tasks!

Ready Teachers:
- Connect the content in ways students can **internalize**
- Address students' needs and uses data to support **individual** learning needs
- Facilitates the lesson allowing students to **problem solve, reflect, and self assess** by using effective **student feedback**
- Create a culture where risks are encouraged and **students learn from success and failure**
- **Collaborate** with adults, takes risks as a learner, and builds leadership skills

TN

- What assessments are aligned and working well in your building/district?   Why are they working well? Teacher leadership? Your guidance? Instructional Coaching? Other?

- What assessment analysis practices are working well in your building/district? Why are they working well? Teacher leadership? Your guidance? Instructional Coaching? Other?

- How do you celebrate these practices and expand them?

- How do you support these practices to ensure student success?

Resources

Videos:

"Man on Fire" Videos

Assessment Task Force Report

Integrated Leadership Course
Class 1

Key Question #4
Section

CORE instruction

You will find additional resources and today's full PowerPoint on the "For Leaders" page of TNCore by clicking [here](). You may keep running notes by clicking anywhere to the right of the slides and beginning to type. You will also find additional resources under the "Resources" area of this section.

Our Priorities

Early Foundations & Literacy
Building skills in early grades to contribute to future success

High School & Bridge to Postsecondary
Preparing significantly more students for postsecondary completion

All Means All
Providing individualized support and opportunities for all students with a focus on those who are furthest behind

Educator Support
Supporting the preparation and development of an exceptional educator workforce

District Empowerment
Providing districts with the tools and autonomy they need to make the best decisions for students

TN

What is differentiation?

Differentiation is NOT a set of strategies . . . It's an approach to teaching and learning.

- Strategies are tools to accomplish the goals of differentiation.

- Differentiated core instruction meets all learners where they are and <u>scaffolds</u> them to mastery of the learning target.

Carol Tomlinson (2008)

TN

Scaffolding

What is scaffolding?

"As a new building is being erected, scaffolding helps provide external support. Once construction is complete, the scaffolding is taken down and the building can stand on its own. In a similar way, a teacher might initially provide extensive support to a student, but then gradually remove that support until the student is able to apply the concept independently."
~Kenstick, J. 2013

Image retrieved from http://serc.carleton.edu/details/images/765.html
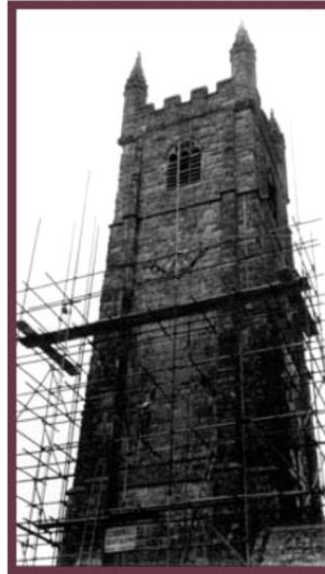
A Definition of Scaffolding

The term *scaffold*, as applied to learning situations, comes from Wood, Bruner, and Ross (1976), who defined it as a process "that enables a child or novice to solve a task or achieve a goal that would be beyond his unassisted efforts."

Guided Instruction-Fisher and Frey, 2010

Table Talk Activity

Discuss with your table partners this example of scaffolding (teaching someone to ride a bicycle) and relate this example to the use of scaffolds in the classroom.

ILLUSTRATIVE MODEL OF SCAFFOLD

| NEW KNOWLEDGE |
| Scaffold fades or is removed |

| SCAFFOLD |
| Provided from the instructor |

| NEW TASK |
| That students cannot do on their own |

| FOUNDATIONAL KNOWLEDGE |
| What the students can already |
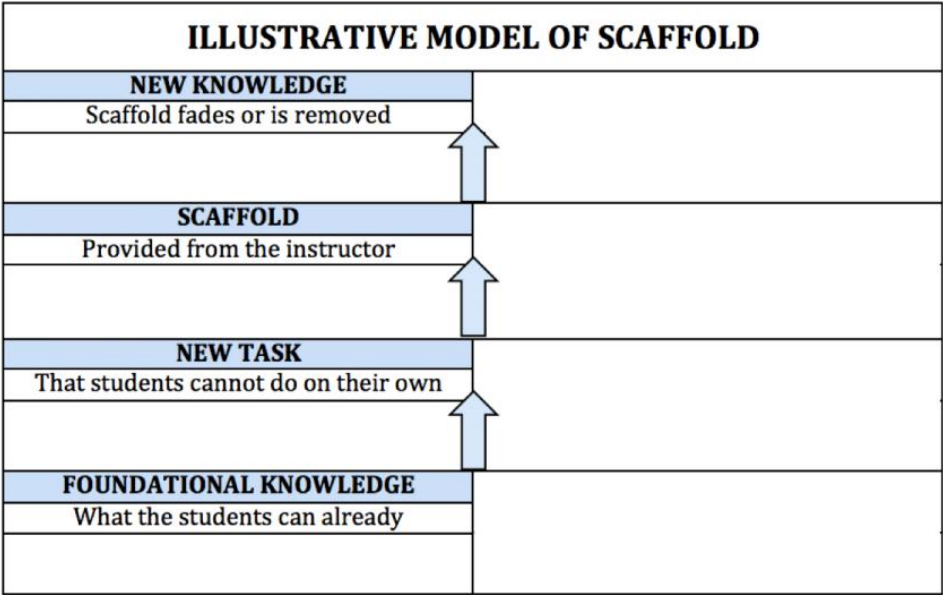
Adapted from Northern Illinois University, Faculty Development and Instructional Design Center

Why Use Scaffolding?

Think about it . . .

How can scaffolding instruction increase the rigor of the classroom and allow more students to achieve at higher levels?

TN

Why Use Scaffolding?

- Effective scaffolding can increase the students' independence in performing a task or learning a new concept through the *gradual release of responsibility* (Echevarria, Vogt & Short, 2010; Fisher & Frey, 2008).

TEACHER RESPONSIBILITY

Focus Lesson   "I do it"

Guided Instruction   "We do it"

Collaborative   "You do it together"

Independent   "You do it alone"

STUDENT RESPONSIBILITY

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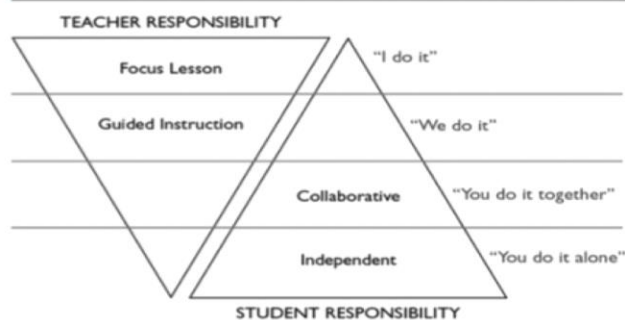
The "Good Enough" Classroom
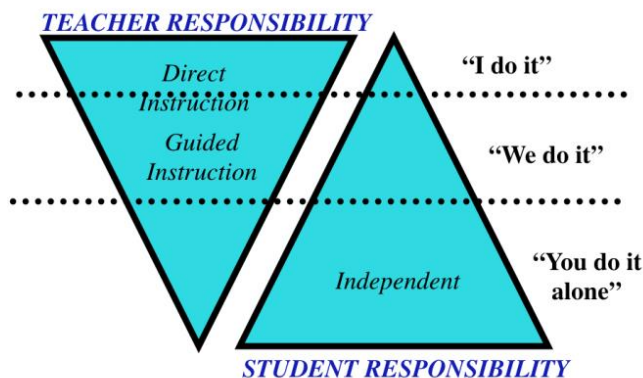
TEACHER RESPONSIBILITY

Direct Instruction — "I do it"

Guided Instruction — "We do it"

Independent — "You do it alone"

STUDENT RESPONSIBILITY

Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility.* Alexandria, VA: Association for Supervision and Curriculum Development.

A Model for Success for All Students

TEACHER RESPONSIBILITY

Direct Instruction — "I do it"

Guided Instruction — "We do it"

Collaborative — "You do it together"

Independent — "You do it alone"

STUDENT RESPONSIBILITY

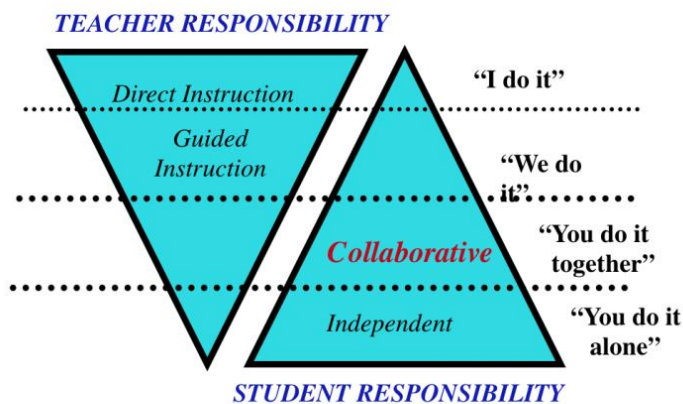Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility.* Alexandria, VA: Association for Supervision and Curriculum Development.

Importance of Effective Independent work

As the goal of all of our instruction, independent learning provides students practice with applying information in new ways.

In doing so, students synthesize information, transform ideas, and solidify their understanding.

Importantly, the gradual release of responsibility model is not linear. Students move back and forth between each of the components as they master skills, strategies, and standards.

(Doug Fisher,

Collaborative Learning & Independent Learn

Direct Instruction

Guided Instruction

Collaborative Learning

Independent Learning
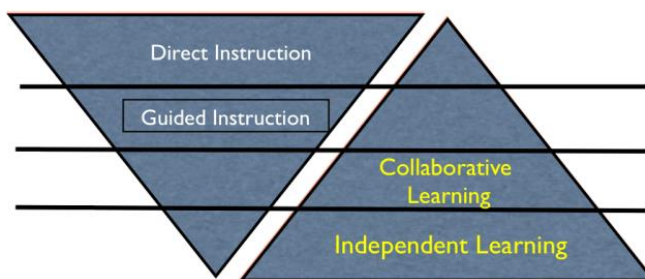
Collaborative Learning: teacher allows peers to clarify and is supporting group confusion, studen process collaboratively and reinforce their own understanding through their peer discussions

Independent Learning: student relies on own resources and is prepared to take full responsibility of the outcome while the teacher determines level of independent feedback and uses feedback to reinforce independence

Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility.* Alexandria, VA: Association for Supervision and Curriculum Development.

Scaffolding Challenges

Challenges	Possible Actions
Planning for and implementing scaffolds is time consuming and demanding.	Professional Learning Communities and learning groups work together to develop scaffolds for instructional lessons.
Selecting appropriate scaffolds that match the diverse learning and communication styles of students.	Data team meetings will identify those areas of need. Work with school level/ district level coaches/supervisors/ leaders to determine scaffolds.
Knowing when to remove the scaffold so the student does not rely on the support.	Professional learning and learning communities can help teachers learn about removing scaffolds. Observations by leaders and peers can provide assistance in the classroom.
Not knowing the students well enough (their cognitive and affective abilities) to provide appropriate scaffolds.	Data team meetings will provide teachers with the information needed to make instructional decisions

TN

How does this differentiation connect to TEAM-Level 5

Teacher Knowledge of Students	• Teacher practices display understanding of each student's anticipated learning difficulties. • Teacher practices regularly incorporate student interests and cultural heritage. • Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.

Reflection Questions

- What would be some challenges that your students would encounter through deep learning and discovery?

- How do teachers engage students in meaningful and dynamic discussions in small and large classes?

- How does scaffolding afford the opportunity for peer-teaching and learning?

- How could scaffolds can be recycled for other learning situations?

Resources

Videos:

"Man on Fire" Videos

Scaffolding Video

"Who is the Better Batter?" Task

Integrated Leadership
Course Class 2

Key Question #5
Section

Leader's Goals for Students

Saturday, January 2, 2016   9:27 AM

You will find additional resources and today's full PowerPoint on the "For Leaders" page of TNCore by clicking here. You may keep running notes by clicking anywhere to the right of the slides and beginning to type.

Goals For All Students

As a leader , what goals do we have for our students? What is the ALL that I want for each student?

- In this activity, take a moment to identify goals for ALL STUDENTS and what action steps as a leader you will use to ensure ALL STUDENTS achieve these goals.

Identify Goals for All Students	Actions Steps to Ensure All Students meet Goals

How do we meet these goals?
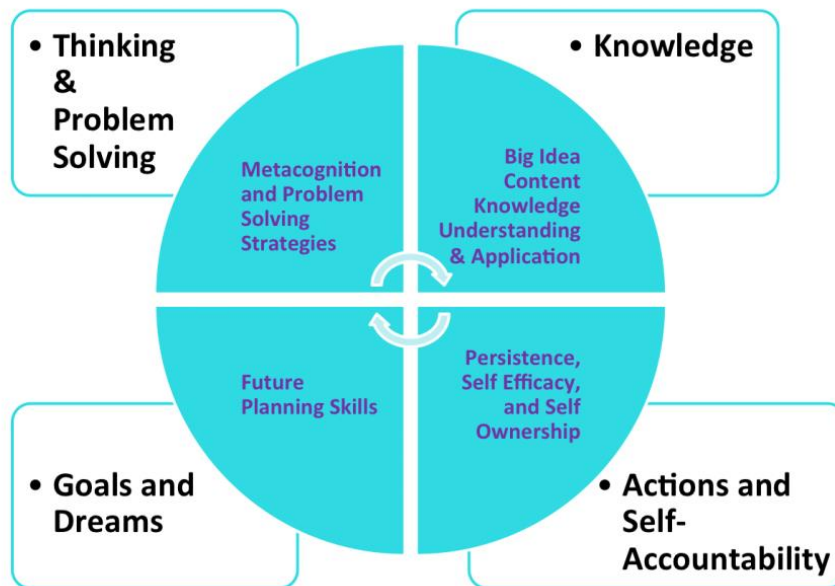
- **Thinking & Problem Solving**

- **Knowledge**

Metacognition and Problem Solving Strategies

Big Idea Content Knowledge Understanding & Application

Future Planning Skills

Persistence, Self Efficacy, and Self Ownership

- **Goals and Dreams**

- **Actions and Self-Accountability**

"All Means All" and RTI[2]

You will find additional resources and today's full PowerPoint on the "For Leaders" page of TNCore by clicking here.
You may keep running notes by clicking anywhere to the right of the slides and beginning to type.

How does "All Means All" translate into RTI[2]?

- The belief that all students will grow and achieve with different levels of scaffolding. As educators, we have to find the right "in-class" and "out-of-class" supports.

- All students receive scaffolded supports specific to their needs during RTI[2] including remediation, intervention, and enrichment.

- We use a problem solving model to determine student needs, prioritize student needs so that students achieve our college and career readiness goals (graduation and career success).

TN

Shifts in the Purpose of RTI

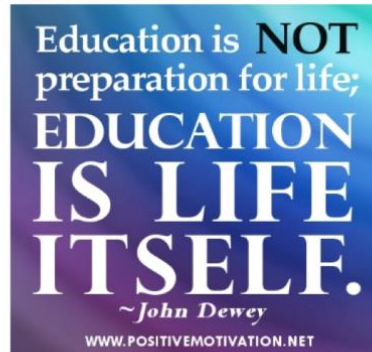| Elementary Level	Middle School Level	High School Level
• Screening and Prevention • Early Intervention • Disability Determination	• Bridge skill building needs with prioritized needs • Build capacity of students to access rigorous curriculum • Provide target interventions to help students recover from gaps	• Build capacity of students to access rigorous curriculum • Intervention to support students at-risk of dropping out of school • Continuous School Improvement: better teaching and learning through an integrated system

TN

What impacts RTI^2 Implementation?

1. **LEADERSHIP**

2. **CULTURE AND COLLABORATION**

3. **INTERVENTION TO ENSURE SUCCESS**

Education is **NOT** preparation for life;
EDUCATION IS LIFE ITSELF.
~*John Dewey*
WWW.POSITIVEMOTIVATION.NET

All Means All = RTI^2

**We have talked about scaffolding in class, but sometimes that is not enough to give all to ALL students.**

– How do we stretch our advanced learners and their interests to prepare them for college and career readiness?

– How can we ensure that students have adequate time and remediation to learn the content of our challenging standards?

– How do we support our students who struggle in all course work because of skill barriers?

TN

What do we do if our students are not learning?

RTI^2 - Focuses on individual goals for ALL STUDENTS
through **Enrichment, Remediation**, and **Intervention**

- **ENRICHMENT**
  - Opportunities to Stretch Learning for High Achievers
  - CTE & AP Courses
- **REMEDIATION**
  - Ongoing Practice to Access Rigorous Curriculum
  - ACT Prep
- **INTERVENTION**
  - Identify and Strengthen Skill Deficits for Students
  - Support At-Risk Students
  - Reduce HS Dropouts

ENRICHMENT

RTI^2

REMEDIATION   INTERVENTION

TN
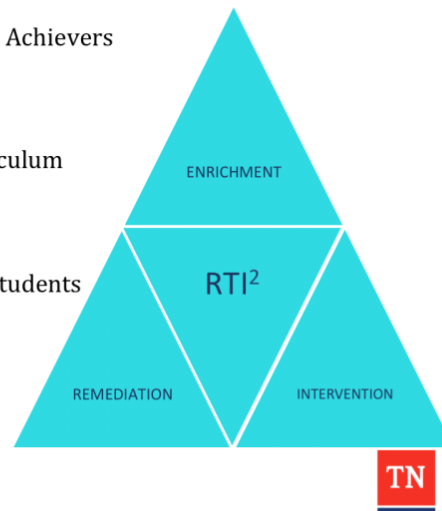
What is occurring in your building/district?

- What amount of your students are below grade level? Why are they struggling?

- What amount of your students are on grade level? What supports are in place if they begin to struggle?

- What amount of your students are performing above grade level? How do you challenge these students to attain their highest potential?

TN

Secondary RTI² Success Stories

Saturday, January 2, 2016   1:52 PM

You will find additional resources and today's full PowerPoint on the "For Leaders" page of TNCore by clicking here. You may keep running notes by clicking anywhere to the right of the slides and beginning to type.

Digging Deeper

- In our next activity you will read three case studies from High Schools who have implemented RTI².

- In your digital materials, you have a digital note catcher to capture your observations from the four schools.

- After your complete your observations, share your observations with your table and prepare to share out.

Click here to access the Case Studies. They also appear in the Resources Area.

Elizabethton Case Study One (Medium-size Municipal High School)

Demographics

Elizabethton High School serves about 850 students in a city with 13,000 residents. Elizabethton High School is part of a city school district that sits in the rural Carter County in northeast Tennessee. Though the county is rural, Elizabethton is also part of a tri-cities metropolitan area of 432,000 people near the border of Virginia and North Carolina. The student population includes four ethnic subgroups and about 330 economically disadvantaged students. The school also serves 100 students who receive special education services.

Academic Performance

Historically, English language arts achievement rates have been approximately 75 percent proficient and advanced. Math achievement rates have been approximately 70 percent in Algebra I and 50 percent in Algebra II. ACT composites have had an upward trend 20.9 (2014), 20.5 (2013), and 20.3 (2012). ELA scores have had similar results over the past three years: 20.8 (2012), 20.9 (2013/2014), and math scores have shown an upward trend: 18.8 (2012), 19.6 (2013), and 20.2 (2014). Elizabethton High School graduation rates have increased over the past three years: 96.6(2014), 93.9 (2013), and 95.5 (2012).

Elizabethton High School has an emphasis on literacy programming and supporting their economically disadvantaged students.

History of High School RTI[2] Implementation

Elizabethton High School began looking at implementing RTI[2] in 2010-2011. The high school principal and the special education supervisor began having brainstorming discussions as they saw positive impacts in the elementary schools. During 2011-12, the staff created an intervention period for all students. The school offered skill-based intervention as well as other remediation courses and elective offerings during this intervention period. The original plan focused on having teachers follow students during all four years of school. This structure quickly caused conflict between an advisory focus and an intervention focus. During their first

year, Elizabethton High School also experienced teachers who didn't understand the purpose or value of intervention, and students who didn't have any accountability for the intervention period. These impacts resulted in attendance and behavior problems that caused apathy from teachers and frustration from administration. While the school used AIMSweb to identify students in need of intervention, students' schedules also did not change because of AIMSweb results. Parents and students could opt out of intervention supports. At the end of the first school year, Elizabethton High School saw growth in some students who had a strong intervention teacher, but the team determined that the other elements of their RTI[2] program needed some revision.

At this time, the principal attended the National Association of Secondary School Principals (NASSP) Conference and learned about several national structures for high school RTI[2] implementation. From this experience, he determined that he wanted to create a modified block rather than a true intervention period. This modified block would be a 45-minute skinny block for the following school year. A new assistant principal was hired during this school year, and part of her role became to oversee "all things RTI[2]."

The 2012-13 school year featured the new RTI[2] dedicated skinny block. This skinny block provided yearlong credit-bearing courses, advanced enrichment options, and intervention courses. The skinny block occurred after lunch because the high school found that this time of day had the highest attendance rates. After lunch became an "all hands on deck" time, and all teachers were teaching during this time. This schedule also allowed Tier II, Tier III and special education interventions to occur at the same time. During the planning for the yearlong skinny block, the new assistant principal sat down with every teacher in the building. Because of the lethargy in the past year, she wanted to ensure that every teacher bought into the RTI[2] process. At each teacher meeting, the teacher was given the opportunity to identify what they wanted to teach during the skinny period. Some teachers chose to teach Spanish or Chemistry and a few chose to continue their advanced enrichment opportunities. Others bought into intervention and taught reading or math interventions. To create the 45 minute skinny block, time had to be taken away from core subjects, and this schedule has been tweaked each year to improve efficiency.

Intervention Course Design

Elizabethton's intervention practices have also evolved over time. During the last school year, Elizabethton High School decided that if they were going to make interventions a priority, then they must adhere to the screening results. If students did not meet the national percentile

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cut scores, they were removed from their regular skinny block coursework and placed into a skill-based intervention. Parents were made aware of this decision well in advance of school year starting. Several announcements occurred through digital, print, and in-person communications. Despite this effort to communicate, the new "no opt out" policy caused initial frustrations from parents and students. However; this decision improved the culture of intervention. Students and teachers took the intervention process more seriously, and rates of improvement showed better quality. The 2014-15 schedule also aligned planning periods around content areas, and teachers started having dedicated time to discuss student areas of need. This strategy helped RTI[2] discussion and preparation. Finally, the high school gave an additional RTI[2] period to one English language arts teacher and one math teacher. While both teachers were offered an additional period, the math lead teacher chose not to accept the additional period. For the 2015-16 school year, both teachers plan on taking the extra RTI[2] planning period.   These teachers became the RTI[2] lead teachers for reading and math. In their role, they were responsible for managing data files, creating course outlines and organizing high-quality resources for other intervention teachers. The lead teachers provided cohesive and consistent support for teachers and management for student records that the assistant principal could not manage in past years. One of the sample course outlines is included on page 31. These teachers provided a cohesive structure to the intervention structure.

Over the past several years, the high school assistant principal had intermittent discussions with the elementary RTI[2] coaches. Most of the conversations have been in regards to transferring records, screening data and intervention files. However, for the 2015-16 year, the district will re-purpose curriculum coaches so that each building (including the high school) has a curriculum coach to oversee RTI[2]. During the 2015-16 school year, the curriculum coach will oversee the work of the interventions that had been occurring with the assistant principal and lead teachers. The district curriculum coaches will also meet regularly and facilitate stronger development and sharing of intervention practices across all of the schools in the district.

Data Team Practices

The data team has also evolved over time as the building culture and capacity for RTI[2] practices has evolved. At the onset of RTI[2], the building principal played a strong role in developing the RTI[2] data team. Over time, the assistant principal became responsible for RTI[2], and she led data team work. Additional administrative support fluctuated over time in these meetings, but the consistency of the assistant principal responsible for RTI[2] has been a key factor for the continuity and effectiveness of data meetings. In the future, the RTI[2] coach will likely run data team meetings and involve the assistant principal when necessary. The current RTI[2] data team includes: guidance counselors, English language arts teacher (Lead RTI[2] teacher),

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math teacher (Lead RTI[2] teacher), and the assistant principal. The data team also uses strict norms and protocols to ensure that meetings are focused and efficient, yet also student centered. (See the guidelines and norms for this data team on page 10).

The data team meets after each screener is given. All students are universally screened three times a year, and the high school plans to continue this process for the 2015-16 school year. The data team uses the screener information to place students in an RTI[2] course or to remove a student from an intervention course. The team discusses each student's placement and determines causes for scores and what other appropriate supports may be necessary.

In the beginning of data meetings, student decisions were made solely based on screening scores and judgement decisions of the team. Now, the team pulls the permanent record of each student prior to the meeting and makes copies of the student's four-year plan and the student's testing information. They also pull student information reports from Skyward, the student's economically disadvantaged status (a focus area for the school) and if the student also belongs to an ethnic subgroup. Some students can be eliminated before the students are placed on the data team meeting based on exclusionary criteria. The data team uses these multiple data sources to make appropriate decisions about what academic and nonacademic supports should be included. For example, a student may need additional supports because he is economically-disadvantaged and needs additional academic supports or may need other wrap around services. The lead math and English language arts teachers also speak with the core teachers and gain course performance information and share these notes during the data team meetings. Finally, the four year plan is shared by the guidance counselor, and this plan provides crucial context on balancing graduation requirements with intervention courses. This year, the team also decided to include previous testing information, and this information was extremely valuable to determine trends and depths of skill deficiencies. Students receiving special education students are also eliminated from data discussions. These students receives data meetings and support decisions through the special education schedule and special education team structures.

Data Focus Areas

Elizabethton continues to rely on teacher knowledge and teacher-created resources. Any extra resources and funds have been earmarked for intervention resources but the teachers continue to need additional support in intensive reading and math intervention training, free or inexpensive resource selection, and streamlining intervention pathways for students. Elizabethton High School hopes that a dedicated RTI[2] intervention coach will help to develop this skill depth and coordinate resources as well as connect with elementary RTI[2] coaches to continue to refine intervention practices at the high school.

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Stewart County High School (Medium-size Rural High School)

Demographics

Stewart County High School serves 655 students in a county with 13,400 residents. This county is rural and situated in north-central Tennessee just west of Clarksville. The student population has limited diversity with 93.6 percent falling in the white ethnic subgroup, and the high school population includes 44 percent economically disadvantaged students. Thirteen percent of their student with receiving special education services.

Academic Performance

Historically, English language arts achievement rates have been approximately 82 percent in English I and 72 percent in English II. Math achievement rates have grown over three years to approximately 85 percent in Algebra I and 63 percent in Algebra II. ACT composites have shown growth over the past four years: 18.7 (2012), 19.5 (2013), 19.5 (2014) and 19.8 (2015). ACT English language arts scores have had growth to a current score of steady growth from 17.3 to 19.2 over the past four years. ACT math scores have shown an upward trend as well: 18.7 (2012), 19.4 (2013), 19.4 (2014) and 20 (2015). Stewart County High School graduation rates have increased overall in the past three years: 96% (2014), 98% (2013), and 93.3% (2012).

History of High School RTI[2] Implementation

The district began implementation of RTI[2] practices in 2012-2013 school year, and focused on elementary schools in the first year. The high school began planning for RTI[2] in the spring of 2014. The first priority for the high school principal and instructional supervisor was to create a daily time for high school RTI[2] practices. The high school principal created a skinny period in a traditional trimester schedule. They had to take a few minutes from each of the class blocks to create this skinny period time. During the 2014-2015 school year, the skinny period occurred before lunch every day and incorporated tiered interventions, remediation and enrichment options. The building made the determination to create Wednesday as a meeting day. During the Wednesday skinny block, students meet with their club or athletic advisors. Students in intervention continue to have intervention on Wednesdays. The skinny period

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utilized an "all hands on deck" approach. All English language arts teachers taught intervention, and all math teachers taught interventions. Other teachers provided grade-level specific enrichment. For example, freshman received high school readiness skills such as note-taking and conflict resolutions, sophomores received drug awareness and study skills, juniors received ACT prep, and seniors received "life after high school" courses.

The principal had to reinforce with each staff member the importance of the skinny block and had to help staff understand how losing a few minutes would help all students in the long run. He also had to reinforce the expectation that all teachers would design their curriculum and ensure that it was effectively delivered during this skinny period. His efforts to reinforce these two concepts have been reinforced in several year-end outcomes. Stewart County High School received significant positive impact from their junior ACT score enrichment coursework. Their ACT scores in math, science, English and the composite went up significantly. The principal directly attributes the growth to the daily ACT focus with juniors. The high school also saw several positive impacts of the senior enrichment as well. They had high success with TNPromise applications, FAFSA completion and scholarship work. The principal has stated that he has to continue to reinforce enrichment expectations with his teachers to ensure that all teachers are providing strong wrap around supports for all students during this skinny block. This area will be a focus of his for the next school year.

Intervention Course Design

The high school administration selected one English language arts teacher and one math teacher as RTI[2] coaches. The district office earmarked funds to pay each teacher a stipend. These teachers had training in foundational skills and had backgrounds in working with at-risk students effectively. The English language arts teacher helped design the work for multiple levels of skill-focused classes. She utilized a great deal of the content from the state-wide reading course and the reading intervention course. She also worked closely with her CORE Office English language arts consultant to find effective resources for each of the intervention teachers. Each of the English language arts teachers assigned to teach intervention also completed the state-wide reading intervention course. The lowest interventions focused on phonics skills and used a great deal of interactive materials from Florida Center for Reading Research. This intervention served six students and mixed general education students with students who received special education services. Then, the next intervention level focused on fluency. This teacher used materials on cold reading and repeated readings to help student improve fluency speed. Students also worked on comprehension skills and phonics reinforcement during this intervention, but the focal area was improving fluency. This class used a great deal of fluency passages, basic comprehension questions, and interactive whiteboard phonics activities. The next several levels of intervention focused on varying levels of comprehension and fluency interventions. The teachers used a variety of resources to focus on

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developing these skills including NewsELA and Readworks. These groups included twelve to fifteen students.

Math interventions are still being developed, but the students work on numeracy, calculations and application practice skills. This team is working to analyze easyCBM results to find appropriate re-teaching elements. The development of math interventions will be a focus area for the next year.

Data Team Practices

Stewart County High School's data team consisted of one assistant principal, the English language arts RTI[2] coach, and the math RTI[2] coach. Originally, Stewart County High School planned to focus solely on ninth grade, but after their first data team meeting, the high school team realized that they could incorporate ninth and tenth graders. They analyzed easyCBM universal screening data and realized students were not performing on grade level. Instead, both ninth and tenth graders students performed in the lowest percentiles. The universal screening data helped the team create the original intervention skill groups, and the team grouped students by their skill need instead of assigning them a specific tier. This structure allowed the team to mix students with learning disabilities to be mixed with general education students and focus on similar skill needs.

Then instead of labeling interventions by tiers, they have aligned student groups through the intensity of skill need and offer a variety of different skill-focused interventions that become more intensive with the student's identified skill need. They are still working to effectively use progress monitoring data to ensure that students are making progress within these skill groups; however, teachers have developed internal progress monitoring tools that help them adjust intervention content and pacing. This internal progress monitoring and adjustment is monitored by the RTI[2] coaches. The data team is working to develop ways to use their easyCBM tools to support analyzing students' rate of improvement and make more formal decisions about skill-group placement, movement between skills groups and exiting students to enrichment options. Their goal is to use the external progress monitoring data to reach best practice recommendations.

Continued Focal Areas

Stewart County High School is still working to refine their enrichment content. Teachers were given the freedom to design and determine appropriate student rotations. The principal

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has stated he will increase his presence and messaging to help improve the quality of these experiences in every classroom.

Stewart County High School is also working to develop a wider range of math interventions that support specific skill areas in the same way that they have a range of interventions in reading.

Stewart County High School will continue to work on their progress monitoring work and refine these practices to facilitate student movement between skill groups.

LaVergne High School Case Study

Demographics

LaVergne High School serves 1,831 students in Rutherford County with 281,029 residents. This county is suburban and situated in middle Tennessee. The student population is diverse with 40 percent Caucasian, 33.4 percent African-American, 22.6 percent Hispanic, and 3.8 percent fall in the other category. The high school population includes 60.3 percent economically disadvantaged students. Ten percent of the students receive special education services.

Academic Performance

Historically, English language arts achievement rates have been approximately 76 percent in English I and 71 percent in English II. The math achievement rate for Algebra I has grown to 79.8 percent and Algebra II is 43.9 percent. ACT composites have been the following: 18.13 (2012), 17.6 (2013), and 18.3 (2014). ELA scores have had similar results over the past three years: 17.5 (2012), 17(2013), 17.9(2014), and math scores have the same trend: 17.6 (2012), 17.2 (2013), and 17.7 (2014). LaVergne High School has maintained a TVAAS Composite Score of a 5 for the last three academic years. LaVergne High School graduation rates have increased significantly in the past three years: 96% (2014), 91% (2013), and 89% (2012).

History of High School RTI[2] Implementation

The district began implementation of RTI[2] practices in 2013 – 2014 school year and focused on a pilot group of elementary and middle schools in the first year. The high school began planning for RTI[2] in the spring of 2014. The district chose three high schools to serve as pilot schools for the RTI[2] for the 2014-2015 school year. To support this implementation, each of the three high schools was given a teaching position for an English language arts interventionist. Each high school was given the autonomy to create a schedule that supported all levels of RTI[2] implementation. LaVergne High School and the other two high schools followed the district plan and focused only on freshman students and on reading interventions for the first year. LaVergne High School has an eight period day that allows some elective flexibility. They also run an extended lunch period that provides additional scheduling flexibility for interventions at every grade level.

First, the LaVergne High School principal focused on providing time for Tier II intervention. This intervention time was built into the school's master schedule during an extended lunch time for each grade level. Each grade level has a fifty minute lunch period. The schedule was developed in a way that allowed for students and their classroom teachers to be available for intervention for 25 minutes every day during students' allotted lunch time. The district chose to take a standards-based remediation focus to Tier II intervention. This remediation time met the needs for Tier II intervention students in all grade levels. Students also had the option of enrichment activities in the library or the gym, but most preferred the free social time in the cafeteria.

Next, the principal selected an interventionist for the Tier III students in ninth grade. This teacher was a former middle school English language arts teacher with experience in skill-based intervention and a strong desire to work with at-risk students. The interventionist then went

through the two-day, state-designed reading course and a series of trainings on how to teach skill-based instruction versus standards-based instruction. She used these experiences to design her intervention course. She was also provided weekly coaching support by a district RTI^2 coach. This district coaching support served as a fundamental component for success within the program.

The district office analyzed screening data using an early warning intervention template that included four academic indicators. This list was given to the high school. LaVergne High School used the district list as a starting point for identifying students. They analyzed each student and the student situation to determine placement for students into intervention. The interventionist was given a group of approximately 50 students broken into five class periods at a variety of ability levels. Each class used the state-approved course codes. Each of these students had not acquired the necessary skills to move out of the Tier III intervention. The teacher used Aimsweb as a bi-weekly progress monitoring tool. Due to the structured progress monitoring, the teacher, student, parents, and administrators were able to keep track of the extensive amount of learning taking place, and the benefits of Tier III intervention were quickly obvious. The interventionist took some time in developing strategies to teach skill-based interventions, and the students struggled with the concept of focusing on skills. However, by the end of the school year, both the teacher and the students were experiencing tremendous amounts of success.

Intervention Course Design

In a RTI^2, Tier III classroom, students worked individually or in small groups on activities that allowed students to practice reading skills. All activities that students participated in were tiered to their individual level and focused in order to address specific areas of deficit. Students have been grouped together by detailed skill levels. The students were assessed in August and at the beginning of the second semester using: Aimsweb Oral Reading Fluency, Aimsweb Reading Comprehension Assessment (MAZE), the McLeod Reading Comprehension Assessment, and the Critchlow Verbal Language Assessment, the San Diego Quick Assessment, and the Phonics and Work Reading Survey from the LETRS program. Professional judgment and observations were also used when determining groups and deficit areas. Students were placed into groups once the assessments were completed. Students remained in these groups until December. Students' half year progress helped determine continued placement in the Tier III course. In January, students who showed significant growth were able to move groups. Students were given the assessments in May to determine their total growth over the year.

Students were placed into five groups: Group A, Group B, Group C, Group D, and Group E. Each group had a specific daily activity rotation based on the needs of the students within the groups. For example, if students in Group A needed to improve their reading comprehension, they were allotted four stations a week that focused on different reading comprehension strategies. Students in Group E needed to improve their phonemic awareness and were given approximately four phonics lessons a week. Students worked solely with their group so as to maximize deficit area improvement.

Group A was comprised of students who were reading at approximately an eighth grade level and were progress monitored for eighth grade reading comprehension with the Aimsweb MAZE prompts. Group B was comprised of students who were reading at approximately the late-seventh grade range and were progress monitored for eighth grade oral reading fluency with the Aimsweb Oral Reading prompts. Group C was comprised of students who were reading at

approximately the late-sixth grade range and were progress monitored for seventh grade oral reading fluency with the Aimsweb Oral Reading prompts. Group D was comprised of students who were reading at approximately the late-fifth grade range and were progress monitored for fifth or sixth grade oral reading fluency with the Aimsweb Oral Reading prompts. Group E was comprised of students who were reading at approximately at the late-fourth grade range and were progress monitored for fourth or fifth grade oral reading fluency with the Aimsweb Oral Reading prompts. All students are progressed monitored bi-weekly. On opposite weeks, all students completed an Aimsweb 8th grade MAZE assessment. Students kept track of their progress on graphs that were kept in their personal folders. These students worked weekly on reading comprehension, fluency, writing, phrasing, vocabulary, and phonics. These students also used the computer program Language!Live three to four times a week. The principal noted that during one unannounced observation, a student proudly shared his reading level and growth. He noted that the honest sharing and positive focus on growth is a tremendous step for the student and for the culture of the school.

After the first year of intervention, only seven students lacked significant skill improvement and were re-enrolled in the program during the 2015-2016 school year in order to ensure they have the opportunity to ensure foundational skill success. New LaVegrne High School freshmen will be added to this group after screening data is analyzed. The high school will use the same data process from the preceding.

Freshman students also received a strategic reading course. This course was designed to help students build their Lexile levels. Because of the high at-risk population at LaVergne High School, eighty percent of all students took this course. On average, students made a year's growth in a semester. Other students were enrolled into a rotating enrichment elective series. Because students have an eight-period day, LaVergne High School had great deal of flexibility with course offerings.

During the 2015-16 school year, LaVergne High School will add a high school math interventionist. This math interventionist also was added from the middle school and has a background in skill-based math interventions.

Data Team Practices

During the pilot year of implementation, the purpose of the data team was to monitor the progress of the Tier III intervention class. This data was monitored to determine the impact of RTI[2] on high school students. The data team included the intervention teacher, an assistant principal, and the district office RTI[2] coach. The team spent a great amount of time progress monitoring the students, determining their skill level, and adjusting their intervention groups accordingly. This close monitoring process allowed for each individual student's skill-based deficits to be addressed as often as possible. The high school reading interventionist also shared this data and anecdotal evidence during weekly Professional Learning Community (PLC) meetings with the English I teachers. This sharing helped ensure that the high school English teachers were connected to the progress made with RTI[2], and the interventionist could check on her students' performance in their English courses.

At the end of each semester, the intervention teacher met with one of the assistant principals and the district RTI[2] coach. In this meeting, the team analyzed the progress made by each individual intervention student and determine the student needed to stay in the intervention and the group, move groups, or be exited from intervention. These decisions were all made with

the data provided through progress monitoring. At the end of the first semester, students' schedules were rearranged allowing them to be placed in the appropriate intervention classes. At the end of the second semester, the teacher, administrator, and district RTI[2] coach used the data to determine whether or not the student would continue in the class during the next academic school year. This decision also put the student on the intervention focus course pathway. So each decision was weighed heavily on the student's need to begin a CTE course pathway. All students exited would have the opportunity to have a CTE focus.

In addition to closely monitoring the progress of each individual student in Tier III intervention, content-area PLC teams determined students' needs for remediation-focused Tier II support. Due to standards-based grading policies, the classroom teachers were able to determine what standards their students were not mastering. This data provided the groupings for Tier II intervention. (This intervention occurred daily during the extended lunch period as discussed earlier). In the first iteration, students would go meet with any math teacher or any English teacher during the extended lunch. This year, this period was dedicated for all teachers, and all teachers are available. Students meet with their assigned English or Math teacher. They were held accountable for attending Tier II remediation periods by daily attendance procedures. If a student does not report, it was considered a skipped period. This structure has shown tremendous improvement in students' standards-based outcomes.
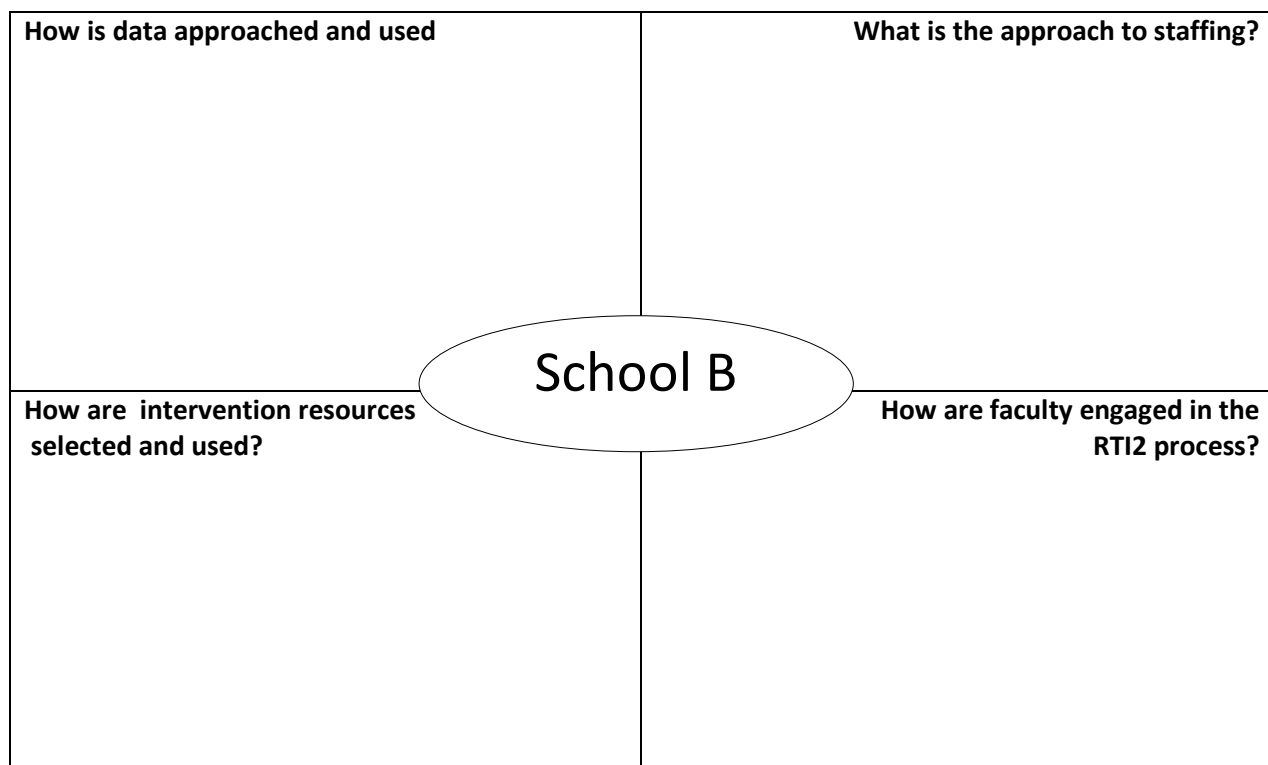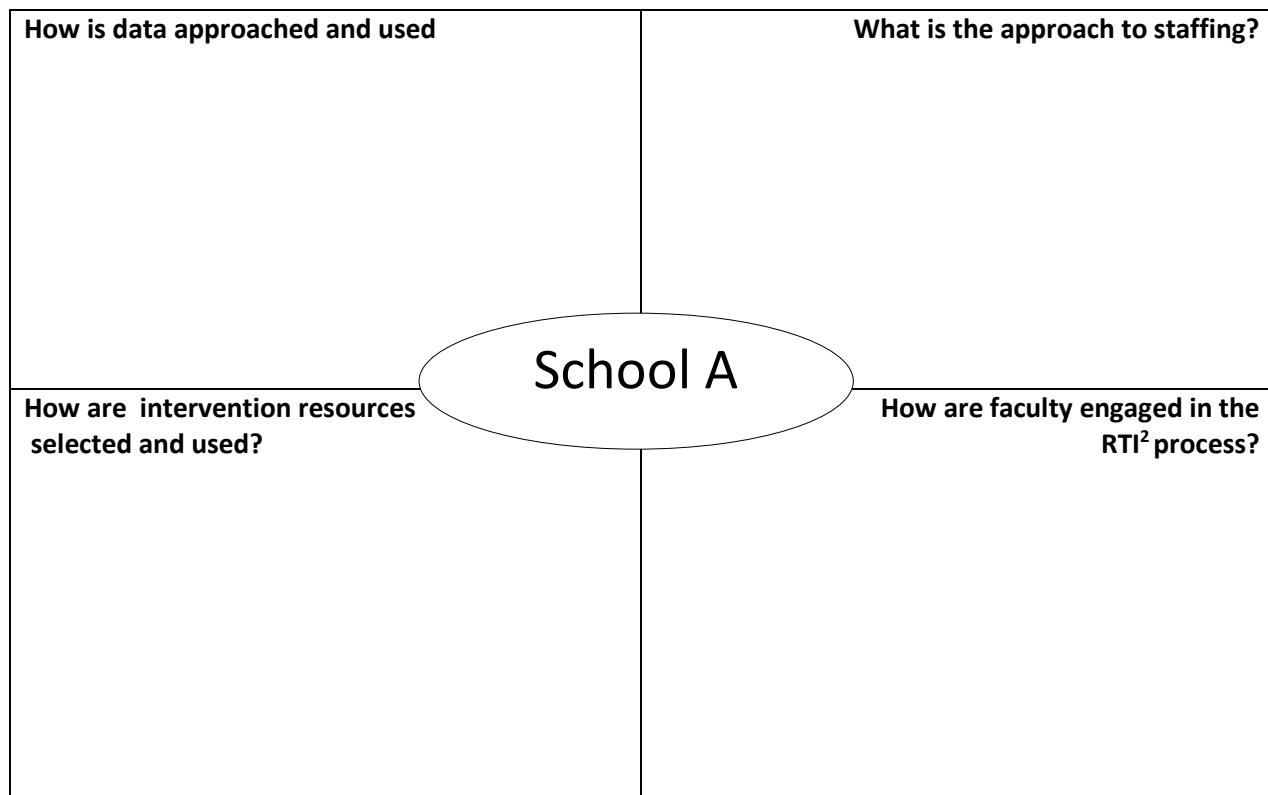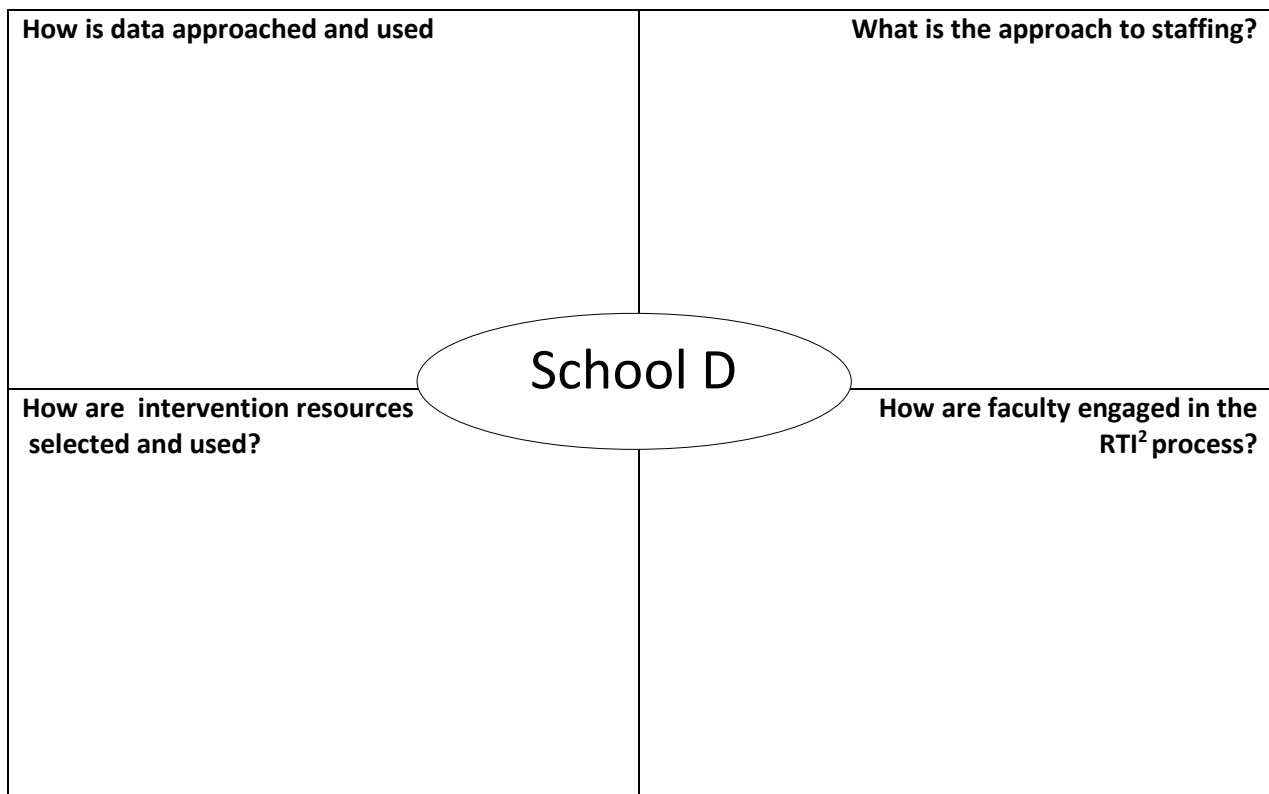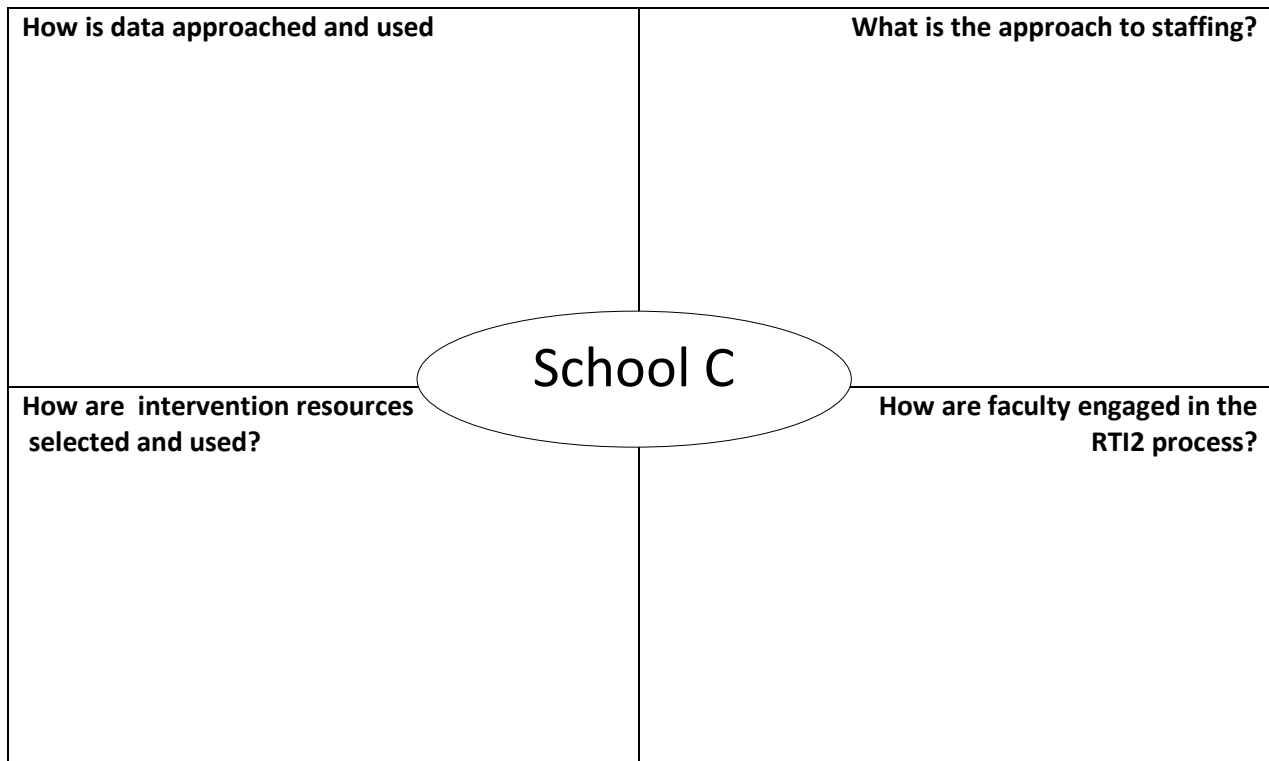
Continued Focal Areas

La Vergne High School plans to implement RTI[2] in both reading and math for the 2015-2016 school year. Utilizing the success experienced through the reading RTI[2] course, the math course will be designed in a similar method. Although achievement in both Algebra I and Algebra II increased during the 2014-2015 school year, the administration believes that the implementation of skill based instruction for struggling students in mathematics will increase proficiency.

Students do not have room in their schedule to take both reading and math intervention. Continued work around this dilemma will be a focus. The data team will also work to place students in the highest area of need. In addition, data team work will be fully developed through the 2015-16 school year. Through continued support and increased resources, all stakeholders are hopeful for an even greater amount of student growth and achievement during the upcoming school year.

Note: The principal noted how critical the district office guidance and coaching support was to the success of their first year with RTI[2]. He explained that the central office really taught the high school team "how to do" skills-based intervention in a high school. They were concerned about taking on skills-based interventions with such an intense focus and such an ongoing need for standards-based achievement. With the continuous support from the district office in personnel support and coaching support, the high school felt successful in implementing RTI[2].

Overall, the principal is excited to reduce the struggles for his students and is thankful for the opportunity to reduce special education referrals.

How is data approached and used	**What is the approach to staffing?**
How are intervention resources selected and used?	**How are faculty engaged in the RTI^2 process?**

School A

How is data approached and used	**What is the approach to staffing?**
How are intervention resources selected and used?	**How are faculty engaged in the RTI2 process?**

School B

How is data approached and used

What is the approach to staffing?

School C

How are intervention resources selected and used?

How are faculty engaged in the RTI2 process?

How is data approached and used

What is the approach to staffing?

School D

How are intervention resources selected and used?

How are faculty engaged in the RTI^2 process?

Success Stories Debrief

What did the school and district leadership do in your case study to support successful RTI[2]?

Elizabethton HS	Stewart County	LaVergne High HS

What did hear about school culture do in your case study to support successful RTI[2]?

Elizabethton HS	Stewart County	LaVergne High HS

What were the intervention structures in your study to support successful RTI[2]?

Elizabethton HS	Stewart County	LaVergne High HS

Take Aways and Reflection

What are three take aways that you want to do as a leader to continue to deepen your support for all students?

What were two things that you want to take back to your leadership team to discuss about your RTI programming?

What is one thing that you want to continue to build into your scaffolding to support all learners?

How Do Leaders Help Build the RTI Culture for ALL Students?

PLC RESPONSIBILITIES FOR TIER I	PLC RESPONSIBILITIES FOR RTI
Ensure core classes meet/exceed CCSS/ TN State Standards.	Provide standards-based interventions for those not showing mastery on common formative assessments.
Identify Essential Standards for every course.	
Use common formative assessments on selected Essential Standards.	Provide enrichment for students showing mastery on common formative assessments.
Identify students for enrichment/ remediation based on common formative assessments.	There is no time/data minimums for students.
Provide differentiation at Tier I.	If scaffolds aren't enough, what are you going to do to provide support so the student can access Tier 1?

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Goal Setting

| Goal Grade Level	Academic	Career/Postsecondary	Culture
9	85% of freshman pass all classes; 99% advance to grade 10	All freshmen have a "Study Skills" seminar 90% of 9th graders complete a career development plan	Reduce absenteeism and increase homework completion through stronger organizational skills
10	Average ACT score ≥ 18	90% of 10th graders take at least one practice ACT test	Students know why the ACT matters, students are comfortable with the ACT, students have a personal goal for the ACT
11	ACT composite scores increase ≥1.0 points	Increase percentage of juniors enrolled in an Early Postsecondary opportunity Increase percentage of juniors doing work-based learning	Students can articulate how Early Postsecondary Opportunities can enhance their college and career readiness; Students are comfortable on college campuses or doing college-level coursework
12	75% of seniors retake ACT	95% of students apply for the TN Promise and to at least one postsecondary institution 95% complete the FAFSA by March 1	Students and parents know the requirements for the TN Promise; all students who are eligible apply for the TN Promise and complete

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Integrated Leadership
Course Class 2

Key Question #6
Section

Why Literacy?

Saturday, January 2, 2016   9:27 AM

You will find additional resources and today's full PowerPoint on the "For Leaders" page of TNCore by clicking here. You may keep running notes by clicking anywhere to the right of the slides and beginning to type.
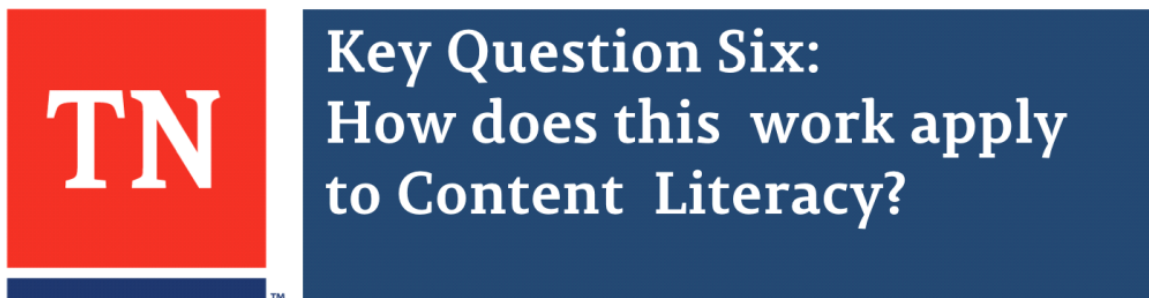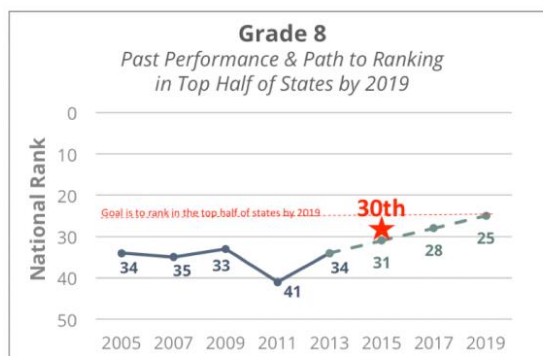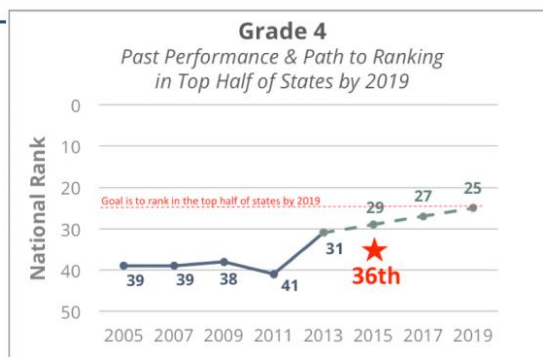
Why focus on content literacy?

- Over the past several years, we have seen **steady gains in math** performance on TCAP; however, **English language arts** performance has remained **stagnant or declined**.

- **Less than half** of all students in grades 3-8 are **proficient or above in reading** on the TCAP assessment.

- Historically underserved subgroups are struggling even more; only **one-third** of economically disadvantaged students and **11 percent** of students with disabilities are **proficient or above in reading** on the TCAP assessment.

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NAEP READING

We improved our ranking among states in grade 8 reading but went **backward in grade 4 reading**.

Tennessee still ranks in the **bottom half of all states** on the Nation's Report Card or NAEP in grades 4 and 8 reading.
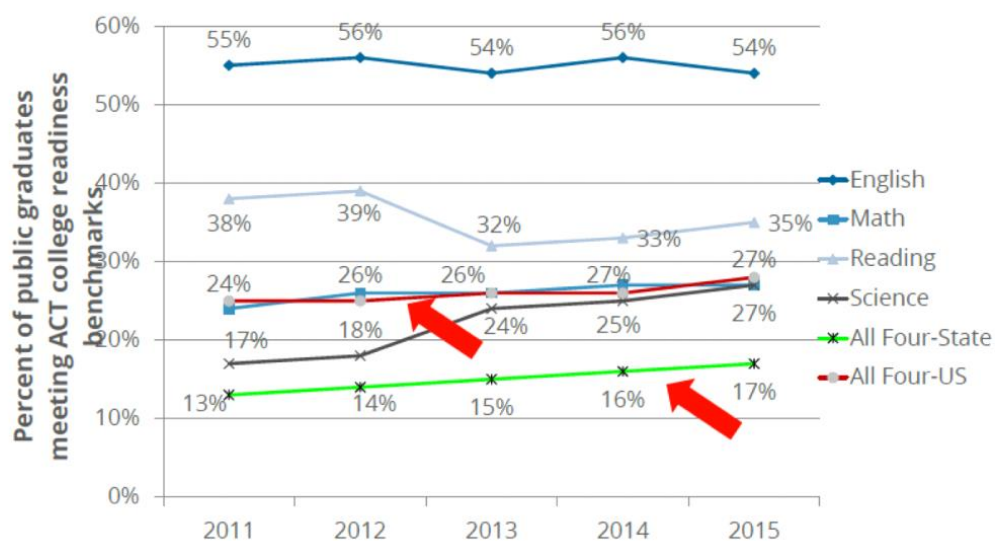

Grade 4
Past Performance & Path to Ranking in Top Half of States by 2019

Goal is to rank in the top half of states by 2019

39   39   38   41   31   **36th**   29   27   25

2005 2007 2009 2011 2013 2015 2017 2019

Grade 8
Past Performance & Path to Ranking in Top Half of States by 2019

Goal is to rank in the top half of states by 2019

34   35   33   41   34   31   **30th**   28   25

2005 2007 2009 2011 2013 2015 2017 2019

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ACT College Readiness Benchmarks

- **Benchmarks:**
  - Threshold scores on the ACT subject-area tests
  - Represent level of achievement required for students to have a 50% chance of obtaining a B or higher in postsecondary
  - Aligned with credit-bearing first-year college courses

College Course	ACT Subject-Area Test	ACT Benchmark Score
English Composition	English	18
College Algebra	Mathematics	22
Social Sciences	Reading	22
Biology	Science	23

TN Department of **Education**

ACT College Readiness Benchmarks

TN Department of **Education**

Connections between 3rd grade & HS

- In the United States, reading instruction typically ceases when a child graduates from third grade (Ivey & Fisher, 2006).

- Throughout the upper grades, text demands become increasingly more challenging (Raphael & Au, 2005). Students benefit from continual reading instruction whether the instruction offered is remedial or strategic throughout their educational pursuits.

- At the University of Tennessee, Richard Allington stated that "struggling readers become struggling students" (2012).

What is the reality?

WHAT IS THE REALITY CONTENT LITERACY INSTRUCTION?

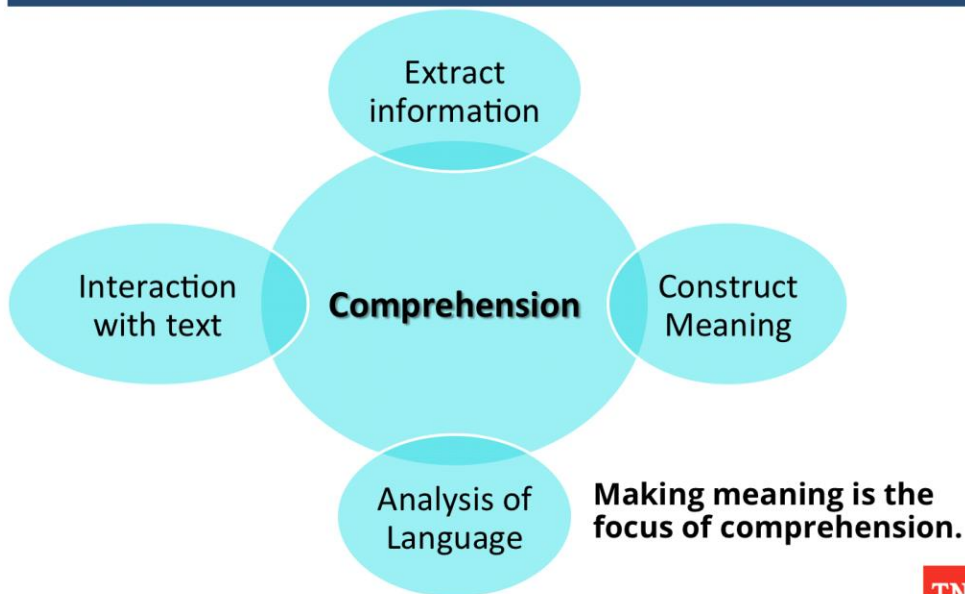|	
Strengths-*what is working based on the data (evidence) from their school*	**Weaknesses**-*identifying those areas of concern within literacy instruction,*
Opportunities-*what is available for teachers, students, parents, etc. (professional development, courses, literacy nights, etc.)*	**Threats**-*what challenges does their school/teachers face with literacy instruction.*

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Comprehension

Extract information

Interaction with text

Comprehension

Construct Meaning

Analysis of Language

Making meaning is the focus of comprehension.

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Reading comprehension lessons are mostly focused on isolated skills rather than building <u>content knowledge</u>.

Few reading comprehension lessons are designed to build students' knowledge or vocabulary.

Did students build content or cultural knowledge as a result of this lesson?

- Yes. This lesson was focused on developing deep knowledge through reading.
- Somewhat. Students may have gained at least some knowledge through this lesson.
- No, students did not gain knowledge in this lesson.

9%
43%
48%
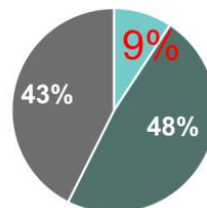
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Reading and Writing

Middle and High school students encounter a wide array of text demands that require different reading approaches (Kucer, 2005). With increasing cross curricular literacy demands, students need explicit instruction to develop comprehension strategies.

Research shows:

- All people can be struggling/reluctant readers depending on the text (Beers, 2003)
- Reading and writing are strongly correlated (Graham, et al, 2013)
- Writing provides a tangible way to measure the invisible process of thinking

Instructional Shifts for ELA

Knowledge
Building knowledge through content-rich nonfiction.

Evidence
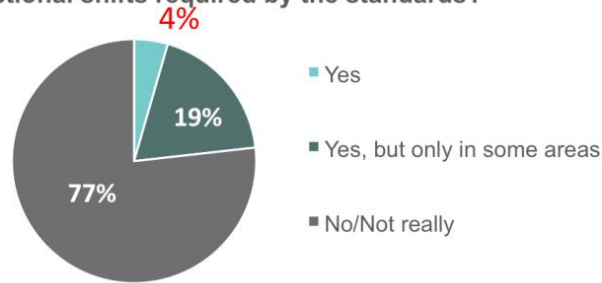Reading and writing grounded in evidence from text.

Vocabulary
Regular practice with complex text and its academic language.

What leader actions are necessary to support teachers to get students ready?

Leaders Actions → Support Teachers → to Ensure Student Readiness

In review:

- support our teachers differentiated needs. These opportunities can be shaped to fit your culture.

Teacher Partnerships

Effective Assessment Practices

- lead to effective instruction that provides tailored supports for each student based on their formative assessment results.

- RTI² take time to develop and incorporate into your building culture. When implemented deeply into the building culture, RTI² creates significant instructional growth.

RTI² (Temporary Scaffolds)

Early Literacy

- the critical area to begin this journey of instructional improvements.

3-2-1 reflection

3 What three things did you learn that will impact your practices as a leader?

2 What two ideas do you need to discuss with teacher leaders in your building?
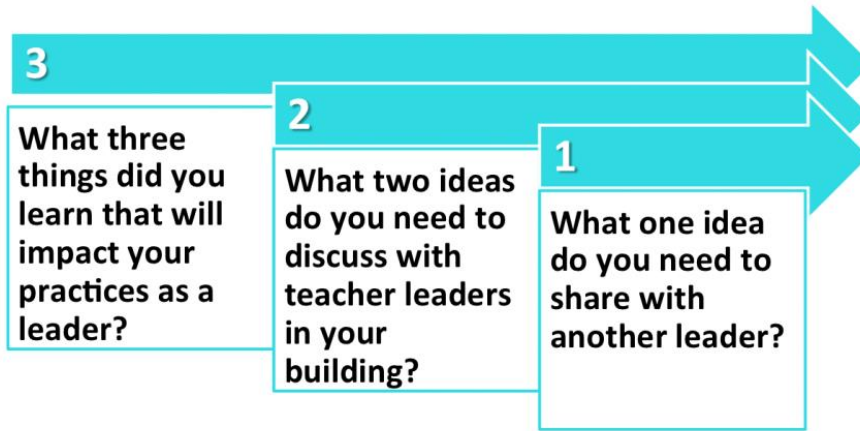
1 What one idea do you need to share with another leader?

TN

Bridge to Practice

The Bridge to Practice will ask you to complete a student work analysis. (Detailed reminders will be emailed in March).

Similar to the two pieces of work we looked at, you will be asked to gallery walk the literacy student work occurring in the classrooms in your school or district. You will be asked to bring five pieces of student literacy work that exemplify weak and strong alignment to course three.

This activity will be a part of our opening for Course Three and is an opportunity for you to extend the learning from Course Two into your current leadership practices.

The Bridge to Practice will ask you to complete a student work analysis. (Detailed reminders will be emailed in March).

Do a gallery walk of the content literacy student work occurring in the classrooms in your school or district. You will be asked to bring five pieces of student literacy work that exemplify weak and strong alignment to course three. Select pieces of work from more than one content area.

This activity will be a part of our opening for Course Three and is an opportunity for you to extend the learning from Course Two into your current leadership practices.

TASL Credit and Survey Link

Friday, January 22, 2016   4:38 PM

TASL Credit:

Click here to take the class survey to ensure you receive TASL Credit.